

University of Jamestown

2024-2025 Graduate Catalog

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About University of Jamestown

Catalog and Contact Information

Contact Information

Jamestown

6000 College Lane
Jamestown, ND 58405
Phone: (701) 252-3467
Fax: (701) 253-4318
www.uj.edu

Fargo

Physical Therapy Building

4190 26th Avenue South
Fargo, ND 58104
Phone: (701) 356-2136
Fax: (701) 253-4492

UJ Graduate & Professional Studies Center

4820 23rd Avenue South
Fargo, ND 58104

Phoenix

3110 N Central Avenue
Ste L-190
Phone: (701) 557-8071
Fax: (701) 639-4176
accelerated.uj.edu

Office of Admission

Phone: (800) 336-2554
Email: admission@uj.edu (Residential Programs)
Email: onlineadmissions@uj.edu (Online Programs)

Effective Date of Catalog

August 26, 2024

Reservation of the Right to Modify

The programmatic and financial information herein are to be considered directive in character and not as an irrevocable contract between the student and the University. The University reserves the right to make changes that seem necessary or desirable, including course cancellations.

Catalog information is subject to change without notice.

The Mission and History of the University of Jamestown

Throughout its more than 135-year history, University of Jamestown has consistently stood for academic excellence and Christian principles in all that it does. Catalogs published by the University from the very earliest years declare the commitment of this institution to the highest and best.

Mission Statement

The University of Jamestown is a student-centered university dedicated to the development of wholeness in all members of our community. We adhere to a curriculum of academic excellence which blends the liberal arts with sound professional preparation. Our commitment to the Christian faith encourages an atmosphere of self-discipline, responsibility, and concern for the continuing growth of the individual.

Vision Statement

The University of Jamestown seeks to be the best career-oriented, liberal arts university in the Midwest with a presence that extends into other strategically chosen regions across the United States.

We will do so through offering innovative academic programs in a variety of formats that blend the best of the liberal arts tradition with professional training in an engaged, student-centered, Christian environment that cultivates lifelong personal and professional success.

Identity Statement

The University of Jamestown exists to develop wholeness in all members of our community and to serve its students in a friendly, caring environment. Supported by faculty and staff who are committed to the success of our students, we make the transitions into college and from college-to-career as stress-free as possible.

We value academic excellence as well as a highly engaged student body, faculty, and staff. We blend the liberal arts with professional programs with the goal of graduating students who are well rounded and foundationally prepared for careers that are ever changing in an expanding global economy and lives that are lived in an increasingly complex society.

We believe that students can thrive in a variety of learning environments, whenever and however courses are offered. We promote a residential experience for our traditional undergraduate students, recognizing that a living-learning environment provides an outstanding opportunity for academic, social, and spiritual maturation and persistence. We provide online and hybrid offerings for learners who prefer the flexibility such formats offer while demanding a level of academic rigor that builds character, promotes ethical development, and leads to success in the workplace and further educational endeavors.

We are a Christian university founded in the Presbyterian tradition which welcomes students, faculty, and staff members of all faiths and denominations and fosters the spiritual lives of all members of our community.

Values Statement

You shall love the Lord our God with all our God with all your heart, and with all your soul, and with all your mind. This is the first and greatest commandment. And the second is like it: "Love your neighbor as yourself."
(Matthew 22:37-39)

The University of Jamestown is a fully independent, self-governing institution that shares an historic relationship with the Presbyterian Church (USA). We are non-sectarian and welcome students, faculty, and staff of all faiths and beliefs. Our Latin motto, "Lux et Veritas," proclaims to all that the pursuit of truth lights our journey today as it has since 1883.

As a Christian institution of higher education in the Presbyterian tradition, we celebrate God through the use of our minds and the exercise of reason, believing that God is

the source of all truth. We believe that learning and the search for truth are closely connected to faith.

We embrace the ongoing search for knowledge and truth as a way of liberating the human spirit and of understanding the world we share with others. The University of Jamestown promotes education as a means to improve lives, search for vocation, and create lifelong seekers of truth and wisdom. We value the life of the mind and the life of the spirit and therefore hold that faith and reason reinforce each other and that through mind, heart, and hands one can honor God and serve humanity.

Institutional Objectives

The University of Jamestown is committed to measuring its success in fulfilling its mission and enhancing its academic offerings through continuous assessment of student learning. The following 15 institutional objectives guide the University's comprehensive assessment plan and serve as the bridge between program outcomes and the University mission.

University of Jamestown:

Student Learning

- maintains academic, professional, and pre-professional programs that prepare students for entry into the work force or for further education; (Academic Preparation)
- provides undergraduate students with a general education curriculum rooted in the liberal arts to improve critical thinking skills and increase general knowledge; (General Education)
- offers co-curricular opportunities to develop wholeness in students as they learn and grow on a personal, social and civic level; (Engagement)
- provides opportunities for students to learn basic ethical principles, serve others, and to engage in character-building activities; (Character Building)
- provides support services to assist students in achieving their academic and career goals; (Academic Support Services)
- fosters an appreciation of difference through the integration of curricular and co-curricular experiences that are intentionally developed to help students integrate into a global society; (Diversity)
- provides opportunities for students to be involved in

Christian religious life activities and to explore their faith; (Christian Life/Religious Life Environment)

Community Engagement

- recognizes and fosters opportunities to connect with, integrate into, and participate and serve in the larger communities in which it resides; (Community)
- demonstrates its commitment to continuous improvement through discipline-specific and pedagogical faculty development; (Faculty Development)
- demonstrates its commitment to continuous improvement through staff development; (Staff Development)
- maintains mutually beneficial relationships with alumni and institutional friends; (Development)
- operates within a system of shared governance in which the opinions and values of constituents contribute to decisions and responsibility for success is shared; (Shared Governance)

Stewardship and Fiscal Integrity

- uses current technology to enhance student learning, administrative efficiency, and institutional effectiveness; (Technology)
- maintains the infrastructure necessary to support both the academic program and student life; (Infrastructure)
- manages financial resources to support its objectives and strategies in a manner that ensures the institution's viability in the short- and long terms; (Sound Fiscal Management)

History and Heritage

In 1861 Dakota Territory was created by the Congress of the United States to include the present states of North Dakota, South Dakota, Montana, and the northern half of Wyoming. Homesteading began in 1868, and Texas cowmen moved longhorn cattle to great open-range spreads in that portion of the territory known as "Little Missouri Country." By 1872 the Northern Pacific Railway had reached Jamestown.

In the part of the territory that is now western North Dakota, a French nobleman, the Marquis de Mores, ranched and built a meat packing plant; another

Frenchman, Pierre Wibaux, started a ranching operation that was to become the largest in the United States; and a young man from New York, Theodore "Old Four Eyes" Roosevelt, began a career that was to take him to the White House.

Amid this excitement and growth, dedicated Presbyterian settlers met to discuss the founding of a college. The first liberal arts college in the area, University of Jamestown was incorporated in 1883 and chartered in 1884 under sponsorship of the Presbyterian Church, which recognized its responsibility to "promote the progress of our divine religion and to maintain and improve Christian citizenship, believing that these objects cannot be attained without the proper education of our youth under Christian influences."

The first classes at University of Jamestown began in September of 1886, three years before North Dakota became a state. By the end of the University's second year, eighty-two students were pursuing degrees under the tutelage of five professors.

Physical facilities were meager and circumstances difficult on the open prairie. The college hill had only one building and a barn for horses. Wood stoves furnished heat and oil lamps provided light.

The extremely cold winter of 1886 contributed to the onset of economic problems. After closing during the financial panic of 1893, the University was reopened in 1909 by the North Dakota Synod under the leadership of President Barend H. Kroeze. Dr. Kroeze was to set in motion forces that would allow the University to grow and prosper as it "encouraged the development of an educated Christian citizenship" and sought "to offer a liberal culture combined with moral training." The current 110 acres of wooded land the campus now occupies bears little resemblance to the bleak site upon which the founders stood and pondered the future of their own lives and that of a fledgling college. Today, University of Jamestown overlooks a progressive city of sixteen thousand people which offers a variety of recreational facilities and warm hospitality. Modern facilities now grace "College Hill," including the architectural prize-winning Raugust Library, which houses more than 150,000 items; Larson Center; Seibold and Prentice residence halls; Lyngstad Center, a modern classroom facility; the Reiland Fine Arts Center, with its exceptional concert/performance hall; the Unruh and Sheldon Center for Business and Computer Science; the Ed and Elaine Nafus Student Center; the Foss Fitness Center; the remodeled Liechty Center-Taber Hall; the McKenna Thielsch Center with its nursing and science labs; and the Harold Newman Arena. The University also completed a 13,350 square foot building in Fargo to house

the Doctor of Physical Therapy Program, which matriculated its first class in the fall of 2013.

In January 2021 the University divided into the Undergraduate College and the College of Graduate and Professional Studies. The Undergraduate College is the home to all the undergraduate programs of study housed on the Jamestown campus with the exception of the School of Nursing. The graduate programs are in the College of Graduate and Professional Studies along with the University's online undergraduate programs and the School of Nursing.

Only the University's objectives have remained unchanged. These are reaffirmed in our goal of academic excellence in a Christian environment and in our determination to equip our students to face new problems and challenges in a changing world. Those objectives are realized not only through a quality faculty and curriculum but also through outstanding facilities and co-curricular programs, such as athletics, choir, and drama. We believe a Christian environment is crucial to the educational process. It provides discipline to the development and freedom of the mind and imparts a spiritual dimension of hope and grace. University of Jamestown and the Presbyterian Church in the United States of America (PCUSA) have an historical relationship, and they maintain their relationship by a covenant agreement to support one another in their respective missions.

The Jamestown Journey to Success

With the first class of their first semester, University of Jamestown students begin a journey—a journey to success. The metaphor of the journey is apt because it reminds both students and those working with them to keep thinking about where the chosen path will lead. We want each student to make the most of his or her four years at the University of Jamestown. And as with any journey, the best way to make the most of it is to keep one's eyes open in order to see as much as possible. Therefore, the Jamestown Journey to Success emphasizes the importance of looking:

Students **Look Inward** through examining their own interests, strengths, goals, and dreams. This begins in UJ Foundations where students meet in small groups each week with a faculty/staff teacher and an upper-class student guide. Teachers and guides provide the students with analytic instruments and hold discussions to help them think carefully about what they want to accomplish both inside and outside the classroom during the next four years. This results in thoughtful choices of major and

minor areas of study as well as involvement in co-curricular activities.

Students **Look Outward** by asking how to take the talents and strengths they have identified and use them not only to accomplish their own goals but to serve those around them. All students at the University of Jamestown do community service. Students also have the chance to help others distant from the college through mission trips with groups such as Habitat for Humanity and the Presbyterian Church in Kenya or to serve those in our own community through groups like Students of Service, Champions of Character, and many others.

Students **Look Beyond** in order to learn about people, cultures, and ways of life different than their own. This happens through overseas travel to places like China, Costa Rica, Kenya, or Italy or within the U.S. to cities like Minneapolis, Chicago, or New York. But travel is not the only way to learn about new ideas and diverse perspectives; right on our own campus students can take advantage of International Week, Foreign Film Festivals, or interaction with international students.

Students **Look Forward** as they make use of college resources to prepare themselves for that next step into the world of work or further graduate study. Career Services offers student individual assistance in searching for a job or selecting a graduate school. University programs allow students to choose among a wide range of sessions on topics such as networking, interviewing, business etiquette, resume writing, applying to graduate school, and many more.

The Jamestown Journey is our way of ensuring that each student's journey fits his or her needs, helps meet the needs of others, and leads to a successful future. The Journey also includes a co-curricular transcript for students who want them. There are very few times in students' lives when they will be surrounded by so many others dedicated to helping them reach their goals as during the years of their journey at the University of Jamestown.

Accreditation, Approvals, Memberships, and Affiliations

The University of Jamestown is accredited by the Higher Learning Commission. You can obtain or review accreditation documents by contacting the Higher Learning Commission at the address provided below:

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500

Chicago, Illinois 60604-1411
 Phone: 800-621-7440/312-263-0456
 Fax: 312-263-7462
info@hlcommission.org <http://www.hlcommission.org/>

The University of Jamestown has been continuously accredited since 1920. Its teacher education program is approved by the Education Standards & Practices Board of North Dakota.

The University of Jamestown Associate of Science in Nursing degree program holds pre-accreditation status from the National League for Nursing Commission for Nursing Education Accreditation (NLN-CNEA), located at 2600 Virginia Avenue, NW, Washington, DC, 20037. Holding pre-accreditation status does not guarantee that initial accreditation by NLN CNEA will be received. (NLN -CNEA) <https://cnea.nln.org>

The Bachelor of Science in Nursing at University of Jamestown is accredited by the Commission of Collegiate Nursing Education (CCNE) (<https://www.ccneaccreditation.org>).

All nursing programs are state board approved:
<https://www.ndbon.org/>
 North Dakota Board of Nursing
 919 S. 7th Street, Suite 504
 Bismarck, ND 58504

The Physical Therapy Program at the University of Jamestown is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>

The University also holds memberships in the Association of Presbyterian Colleges and Universities, the Council of Independent Colleges, and the National Association of Intercollegiate Athletics. The University also has a number of affiliation and consortium agreements with medical facilities that provide clinical experience for its students.

State Authorization and Reciprocity Agreements (NC-SARA): NC-SARA is an agreement among member states, districts, and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. NC-SARA is overseen by a National Council and administered by four regional education compacts. The members of NC-

SARA are states, not institutions or students. Therefore, a state “joins” or becomes a “member” of NC-SARA while a college or university “operates under” or “participates in” NC-SARA. NC-SARA pertains to approval of distance education courses and programs offered across state lines by institutions that already have degree authorization in at least one state. What NC-SARA does is centralize the authorization process for each institution in a single state called the institution’s “home state.” Colleges or universities in an NC-SARA state therefore only need their home state authorization to offer distance education to any other NC-SARA member state.

Nondiscrimination Statement

The University of Jamestown is committed to fostering an atmosphere that is respectful and cooperative, and which promotes equal opportunity. University of Jamestown prohibits unlawful discrimination and/or harassment in the University environment, in its employment, and in all of its programs, including: all academic, extra-curricular, and University- sponsored activities whether off or on campus. University of Jamestown is committed to ensuring an environment free from all discrimination and/or harassment based on race, color, religion, national origin, sex, pregnancy, sexual orientation, gender identity, age, marital status, family medical history or genetic information, disability, political affiliation, military or veteran status, status with regard to public assistance, or other status with respect to which discrimination would be unlawful. Prohibited behaviors include: disrespectful and offensive behavior, unwelcome remarks and/or physical conduct that denigrates or shows hostility or aversion toward an individual’s race, color, national origin, gender, disability, sexual orientation, or other status with respect to which discrimination would be unlawful.

All students, faculty, administrators, and staff are encouraged to work together to prevent acts of unlawful discrimination and/or harassment of any kind. University employees who observe acts of discrimination and/or harassment should intervene to stop discrimination and/or harassment, unless circumstances would make such intervention dangerous. Any student, faculty, administrator, or staff who believes he or she has been subjected to or witnessed discrimination, harassment, or a hostile environment shall promptly report such conduct to the Affirmative Action Officer/Title IX Coordinator, Becky Knodel (bknodel@uj.edu, 701-252-3467 ext 5566, Liechty Center/Taber Hall 219) or the alternate designee, Vice President for Student Affairs (Lyngstad), so that the University can timely, fairly, and appropriately investigate, document, and respond to any such reports. Any student,

faculty, administrator, or staff found to have engaged in acts of unlawful discrimination, harassment or other acts that create a hostile environment at the University of Jamestown, will be promptly disciplined. Such discipline may include, if circumstances warrant, discipline up to and including suspension, expulsion, and termination. Retaliation against any person who complains of discrimination or harassment, or who participates in the investigation of a complaint of discrimination or harassment, is prohibited. Individuals who are found to have engaged in retaliation will be subject to discipline up to and including termination of employment, suspension, or expulsion.

Academic Calendar

See Master of Science in Clinical Counseling calendar here
(p. 80).

2024-2025 Academic Calendar

Fall Term

Tuesday	Aug 20	New Faculty Orientation
Wednesday- Friday	Aug 21- 23	Faculty Workshops
Thursday- Sunday	Aug 22- 25	New Student Orientation
Monday	Aug 26	Fall Classes Begin
Monday	Sep 2	Labor Day – No Classes – Offices Closed
Sunday	Oct 20	End of Midterm – First 8 Weeks
Monday	Oct 21	Fall Break – No Classes
Tuesday	Oct 22	Classes Resume
Thursday- Friday	Nov 28- 29	Thanksgiving Break
Friday	Dec 6	Last Day of Fall Classes
Monday- Thursday	Dec 9- 12	Fall Final Exams
Sunday	Dec 15	Fall Term Ends

Spring Term

Monday	Jan 6	Spring Classes Begin
Sunday	Mar 2	End of Midterm – First 8 Weeks
Monday- Sunday	Mar 3-9	Spring Break
Monday	Mar 10	Spring Classes Resume
Tuesday		Assessment Day
Friday	Apr 18	Good Friday – No Classes– Offices Closed
Monday	Apr 21	Easter Monday – No Classes– Offices Closed
Friday	Apr 25	Last Day of Spring Classes
Monday- Thursday	Apr 28- May 1	Spring Final Exams
Saturday	May 3	Commencement
Sunday	May 4	Spring Term Ends

Summer Term

Monday	May 5	Summer Term Starts
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Sunday	June 29	Summer First 8 Week Session Ends
Monday	June 30	Summer Second 8 Week Session Starts
Friday	Aug 15	Last Day of Summer Classes
Monday-Thursday	Aug 18-21	Summer Full Term Finals
Sunday	Aug 24	Summer Term Ends

2025-2026 Academic Calendar

Fall Term

Tuesday	Aug 19	New Faculty Orientation
Wednesday- Friday	Aug 20-22	Faculty Workshops
Friday-Sunday	Aug 22-24	New Student Orientation
Monday	Aug 25	Fall Classes Begin
Monday	Sep 1	Labor Day – No Classes – Offices Closed
Sunday	Oct 19	End of Midterm – First 8 Weeks
Monday	Oct 20	Fall Break – No Classes
Tuesday	Oct 21	Classes Resume
Thursday- Friday	Nov 27-28	Thanksgiving Break
Friday	Dec 5	Last Day of Fall Classes
Monday- Thursday	Dec 8- 11	Fall Final Exams
Thursday	Dec 14	Fall Term Ends

Spring Term

Monday	Jan 5	Spring Classes Begin
Sunday	Mar 1	End of Midterm – First 8 Weeks
Monday- Sunday	Mar 2- 8	Spring Break
Monday	Mar 9	Spring Classes Resume
Tuesday		Assessment Day
Friday	Apr 3	Good Friday – No Classes– Offices Closed
Monday	Apr 6	Easter Monday – No Classes– Offices Closed
Friday	Apr 24	Last Day of Spring Classes
Monday- Thursday	Apr 27-30	Spring Final Exams
Saturday	May 2	Commencement
Sunday	May 3	Spring Term Ends

Summer Term

Monday	May 4	Summer Term Starts
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Sunday	June 28	Summer First 8 Week Session Ends
Monday	June 29	Summer Second 8 Week Session Starts
Friday	Aug 14	Last Day of Summer Classes
Monday- Thursday	Aug 17-20	Summer Full Term Finals
Sunday	Aug 23	Summer Term Ends

2026-2027 Academic Calendar

Fall Term

Tuesday	Aug 18	New Faculty Orientation
Wednesday- Friday	Aug 19-21	Faculty Workshops
Friday-Sunday	Aug 21-23	New Student Orientation
Monday	Aug 24	Fall Classes Begin
Monday	Sep 7	Labor Day – No Classes – Offices Closed
Sunday	Oct 18	End of Midterm – First 8 Weeks
Monday	Oct 19	Fall Break – No Classes
Tuesday	Oct 20	Classes Resume
Thursday- Friday	Nov 26-27	Thanksgiving Break
Friday	Dec 4	Last Day of Fall Classes
Monday- Thursday	Dec 7- 10	Fall Final Exams
Thursday	Dec 13	Fall Term Ends

Spring Term

Monday	Jan 4	Spring Classes Begin
Sunday	Feb 28	End of Midterm – First 8 Weeks
Monday- Sunday	Mar 1- 7	Spring Break
Monday	Mar 8	Spring Classes Resume
Tuesday		Assessment Day
Friday	Mar 26	Good Friday – No Classes– Offices Closed
Monday	Mar 29	Easter Monday – No Classes– Offices Closed
Friday	Apr 23	Last Day of Spring Classes
Monday- Thursday	Apr 26-29	Spring Final Exams
Saturday	May 1	Commencement
Sunday	May 2	Spring Term Ends

Summer Term

Monday	May 3	Summer Term Starts
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Sunday	June 27	Summer First 8 Week Session Ends
Monday	June 28	Summer Second 8 Week Session Starts
Friday	Aug 13	Last Day of Summer Classes
Monday- Thursday	Aug 16-19	Summer Full Term Finals
Sunday	Aug 22	Summer Term Ends

2027-2028 Academic Calendar

Fall Term

Tuesday	Aug 24	New Faculty Orientation
Wednesday- Friday	Aug 25-27	Faculty Workshops
Friday-Sunday	Aug 27-29	New Student Orientation
Monday	Aug 30	Fall Classes Begin
Monday	Sep 6	Labor Day – No Classes – Offices Closed
Sunday	Oct 24	End of Midterm – First 8 Weeks
Monday	Oct 25	Fall Break – No Classes
Tuesday	Oct 26	Classes Resume
Thursday- Friday	Nov 25-26	Thanksgiving Break
Friday	Dec 10	Last Day of Fall Classes
Monday- Thursday	Dec 13-16	Fall Final Exams
Thursday	Dec 19	Fall Term Ends

Spring Term

Monday	Jan 10	Spring Classes Begin
Sunday	Mar 5	End of Midterm – First 8 Weeks
Monday- Sunday	Mar 6- 12	Spring Break
Monday	Mar 13	Spring Classes Resume
Tuesday		Assessment Day
Friday	Apr 14	Good Friday – No Classes– Offices Closed
Monday	Apr 17	Easter Monday – No Classes– Offices Closed
Friday	Apr 28	Last Day of Spring Classes
Monday- Thursday	May 1-4	Spring Final Exams
Saturday	May 6	Commencement
Sunday	May 7	Spring Term Ends

Summer Term

Monday	May 8	Summer Term Starts
Sunday	July 2	Summer First 8 Week Session Ends
Monday	July 3	Summer Second 8 Week Session Starts
Friday	Aug 18	Last Day of Summer Classes
Monday- Thursday	Aug 21-24	Summer Full Term Finals
Sunday	Aug 27	Summer Term Ends

2028-2029 Academic Calendar

Fall Term

Tuesday	Aug 22	New Faculty Orientation
Wednesday- Friday	Aug 23- 25	Faculty Workshops
Friday-Sunday	Aug 25- 27	New Student Orientation
Monday	Aug 28	Fall Classes Begin
Monday	Sep 4	Labor Day – No Classes – Offices Closed
Sunday	Oct 22	End of Midterm – First 8 Weeks
Monday	Oct 23	Fall Break – No Classes
Tuesday	Oct 24	Classes Resume
Thursday- Friday	Nov 23- 24	Thanksgiving Break
Friday	Dec 8	Last Day of Fall Classes
Monday- Thursday	Dec 11- 14	Fall Final Exams
Thursday	Dec 17	Fall Term Ends

Spring Term

Monday	Jan 8	Spring Classes Begin
Sunday	Mar 4	End of Midterm – First 8 Weeks
Monday- Sunday	Mar 5- 11	Spring Break
Monday	Mar 12	Spring Classes Resume
Tuesday		Assessment Day
Friday	Mar 30	Good Friday – No Classes– Offices Closed
Monday	Apr 2	Easter Monday – No Classes– Offices Closed
Friday	Apr 27	Last Day of Spring Classes
Monday- Thursday	Apr 30 - May 3	Spring Final Exams
Saturday	May 5	Commencement
Sunday	May 6	Spring Term Ends

Summer Term

Monday	May 7	Summer Term Starts
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Sunday	July 1	Summer First 8 Week Session Ends
Monday	July 2	Summer Second 8 Week Session Starts
Friday	Aug 17	Last Day of Summer Classes
Monday-Thursday	Aug 20-23	Summer Full Term Finals
Sunday	Aug 26	Summer Term Ends

Academic Information and Policies

Academic Integrity Policy

The University of Jamestown values self-discipline, responsibility, and the continuing growth of the individual. To achieve these values, we strive to maintain an atmosphere of mutual trust between and among instructors and students. Sometimes this trust is violated through the intentional or accidental misrepresentation of facts, ideas, or data by members of the academic community. Such misrepresentations are violations of the Academic Integrity Policy. For the benefit of students and faculty, Turnitin technology is utilized by the University of Jamestown.

There are three main types of violations: **cheating, inappropriate collaboration, and plagiarism.**

Cheating involves the misrepresentation of knowledge or experience. Cheating takes away one's opportunity to learn, develop, and improve one's own skills.

Examples include, but are not limited to:

- Use of unauthorized materials during an examination either in person or online
- Submission or use of falsified data
- Copying from the work of another person or source
- Soliciting information regarding an exam from another student
- Submitting substantial portions of an assignment to more than one course for credit without permission from each instructor.
- Utilizing generative AI in ways that are not approved by the instructor.

Students should not use generative AI for assignments without explicit permission from the instructor. Instructors who permit the use of generative AI are responsible for indicating what is appropriate use for each assignment. If instructions regarding AI use on an assignment are unclear, students should seek clarification.

Inappropriate collaboration involves presenting academic work as one's independent effort when it includes significant elements of the work of others. It is dishonest for one student to write some (or all) of another student's assignment. It is equally wrong for one student to

develop key ideas for a project that is not their own. Inappropriate collaboration is a violation for which all parties will be held accountable. Understanding the expectations for collaboration is an important element in avoiding academic honesty issues and promoting your own growth as a student.

Examples include, but are not limited to:

- Working on or discussing with others an assignment explicitly stated to be completed independently.
- Working collaboratively with a group and submitting the group's work as one's own.
- Loaning another student your individual assignment to reference.

Instructors are responsible for indicating what is appropriate collaboration for each assignment. If instructions regarding collaboration policies on an assignment are unclear, students should seek clarification.

Plagiarism involves both theft and cheating. When someone appropriates, for use in coursework, the wording, phrasing, or ideas of another, and either accidentally or intentionally fails to acknowledge the debt, it is considered theft. Plagiarism is also cheating in that one is creating a false impression about one's own intelligence, ability, and achievement. To avoid plagiarism students should focus on using proper citation format.

Examples include, but are not limited to:

- Failing to cite a source
- Using a misleading source
- Failing to enclose directly borrowed language in quotation marks
- Incomplete paraphrasing
- Lacking proper citation of ideas taken from other sources
- Copying data or figures from other works without appropriate attribution

If students are unsure about what constitutes plagiarism, they should seek help from their instructors, the reference librarian, and refer to appropriate handbooks.

Disciplinary Process It is the responsibility of every

member of the University of Jamestown community to maintain the integrity of the grading system; anyone with knowledge of violations of the Academic Integrity Policy must report this information to a faculty member, a member of the college staff or administration, or the Dean. All cases of academic dishonesty must be reported to the Dean, who will maintain records on each student who has committed a violation of the policy.

A course instructor who suspects a violation of the Academic Integrity Policy should inform the student or student of his/her suspicion and present him/her with the evidence, allowing the student an opportunity for rebuttal.

Students who violate the Academic Integrity Policy of University of Jamestown will be subject to disciplinary action. Upon determination of a violation, the course instructor will decide the penalty to be imposed. Depending upon the severity of the infraction, this may involve a requirement to complete the assignment again, failing the student for the assignment, or failing the student for the course.

If a dispute arises between a course instructor and a student about whether a violation has been committed, it is referred to the Dean for resolution. If the Dean determines that no question exists, the appeal process is terminated. If any question remains, the Undergraduate Dean may refer it to the Executive Committee of the Faculty Senate or the Dean of the College of Graduate and Professional Studies may refer it to the GPS Council for a hearing. The decision of the Executive Committee of the Faculty Senate or the GPS Council about the commission of an offense will be final in all such cases.

If a student involved in a violation of the Academic Integrity Policy is not enrolled in a particular instructor's course, as in a case of inappropriate collaboration, the Dean will determine appropriate disciplinary action for the unenrolled student.

In the case of multiple violations of the Academic Integrity Policy by a student, the Dean may impose additional sanctions, which may include academic warning, academic probation, academic suspension, or expulsion.

Academic Standing

Adequate Progress toward a Degree and Academic Standing

The university defines "adequate progress toward a degree" as the maintenance of a cumulative GPA of 2.0 or higher at the undergraduate level and 3.0 or higher at the graduate level. Students are subject to the following academic sanctions when their cumulative GPA falls below 2.0 at the undergraduate level and 3.0 at the graduate level. Students are subject to academic sanction whenever both of the following conditions are met:

- Student is registered for at least half-time (6 credits at the undergraduate level and 3 credits at the graduate level) in a semester.
- In that semester, the undergraduate student's cumulative GPA falls below a 2.0 or the graduate student's cumulative GPA falls below a 3.0.

For the purposes of this policy, the university identifies fall term, spring term, and summer term as "semesters."

Academic Warning

A student is placed on academic warning when his/her cumulative GPA drops below the level defined above as "adequate progress." The student will be removed from academic warning status whenever his/her cumulative GPA return to the level required for adequate progress. Academic warning notifies a student that he/she has a GPA that might impede his/her ability to meet graduation requirements. Academic warning status does not restrict course load, eligibility for intercollegiate athletics, or the right to hold student office. It does specifically render the student ineligible for directed/independent studies.

Academic Probation

A student is placed on academic probation when the student has been on academic warning status for one semester and has failed in the following semester to raise his/her cumulative GPA to the level required for adequate progress. The University, however, reserves the right to place a student on probation without a previous semester on warning.

A student will be removed from academic probation when his/her cumulative GPA return to the level required for adequate progress.

While on probation, the student is ineligible for

intercollegiate athletics, and the course load is restricted — unless otherwise stated — to thirteen semester credits. In addition, the student on probation is ineligible for directed/independent studies and may be required to accept academic counseling.

Academic Suspension

A student is placed on academic suspension after he/she has been on academic probation for one semester and has failed in the following semester to raise his/her cumulative GPA to the level required for adequate progress. The University, however, reserves the right to suspend a student without a prior semester on academic probation. The suspension is two terms in length and is usually served in the term immediately following the suspension.

Academic probation may be continued in lieu of suspension if the University of Jamestown cumulative grade point average improves but is below that required for good standing, providing the semester average is at or above adequate progress level.

A student who has been suspended may request re-admittance to the University of Jamestown after one semester. His or her status will be reviewed by the Dean and Vice President for Student Affairs. The student will be notified whether he or she will be re-admitted on academic probation or denied admission.

Eligibility

Student organization offices are restricted to full-time students who are not on academic probation.

Athletic eligibility is granted only to students who are not on academic probation and who meet the standards of the NAIA, NCAA, and the athletic conference.

Admission

General Admission Policy

A full range of opportunities at the University of Jamestown is available to all students who meet admission requirements without regard to race, color, age, religion, gender, national origin, disabilities, sexual orientation, or veteran status, in accordance with the law.

The University reserves the right to deny admission, continued enrollment, or re-enrollment to any applicant or student whose personal history and background indicate that his or her presence at the University would endanger the health, safety, welfare, or property of the members of

the academic community or interfere with the orderly and effective performance of the University's functions.

Student Conduct

Admission to the University of Jamestown constitutes an agreement that applicants will abide by the rules and regulations of the University. Policies and programs are directed toward assisting students to develop a maturity that allows them to work and think as free individuals within a community. Specific University regulations may be found in the Student Handbook, which is available on the University's web site.

Undergraduate Admission

The University of Jamestown extends admission consideration to academically qualified students of good character and seriousness of purpose based on the following criteria:

1. high school and college academic records
2. personal factors such as extra-curricular involvement, character, and leadership.
3. access to Internet (for online programs)

Application Information

Each applicant must submit the following:

1. A completed online application form (no application fee).
2. Official transcripts of all high school and previous college credits.

All applicants should have satisfactorily completed a minimum of the following high school courses: four years of English and three years each of science, social studies, and mathematics.

***Engineering and Chemistry Applicants: In addition to the above, all prospective engineering and chemistry majors should, at a minimum, have completed two years of algebra, one year of geometry, and one year of trigonometry or pre-calculus. Engineering applicants should have completed one year each of chemistry and physics.

Requirements for and Notification of Acceptance

Each application for admission is considered on an individual basis. To matriculate from an accepted student to being officially enrolled, residential students must

submit a \$250 enrollment fee.

Categories of Admission Status

- Good Standing - Students whose records indicate good accomplishment and potential are admitted in good standing.
- Conditional Acceptance - Students whose records indicate additional support or guidance is required are admitted conditionally.
- Special Admission - This classification includes students carrying fewer than twelve semester credits who is not a candidate for a degree, the occasional student who has completed a baccalaureate degree, and the student whose program is limited to auditing courses.

Readmittance

The files of all former University of Jamestown students requesting readmittance to the University will be reviewed by the Director of Transfer Admissions. Following review, the student will be notified of one of the following:

1. Admitted in good standing
2. Admitted conditionally
3. Denied admission

Conditional Acceptance

Residential Students

On campus undergraduate admissions criteria are a cumulative high school GPA of 2.5 on a 4.0 scale for freshmen, or 2.0 cumulative college GPA for transfer students. Students whose GPA falls below that threshold may be granted Conditional Acceptance based on personal essay or interview with the Director of Admissions and/or Vice President of Enrollment and an in depth transcript analysis. If granted Conditional Acceptance, students will be limited to 12 credit hours their first semester and must meet regularly with the Student Success Coordinator.

Online Students

Undergraduate students entering the University of Jamestown online programs with less than 24 transfer credits or with a cumulative grade point average (GPA) lower than 2.0 if more than 24 transfer credits, will be accepted for admission on a conditional basis. During their first two semesters of enrollment/four 8-week modules/32 weeks, conditional admittees must be limited to 12 credits

(4 classes) in each semester/16 weeks and upon completion of the two semesters/32 weeks, must have a cumulative GPA of 2.0 to continue with additional courses.

Students who do reach a 2.0 GPA or higher following completion of 2 semesters/32 weeks, will have the conditional acceptance removed from their UJ file and will be allowed to continue with their courses at UJ.

Students who do not reach a 2.0 GPA upon completion of 2 semesters/32 weeks will be dismissed from the University of Jamestown and will need to apply for reinstatement if they choose to return to UJ after a period of at least 6 months.

These same rules would apply to graduate students who have an undergraduate GPA of less than a 3.0. These students would need to obtain a cumulative 3.0 GPA upon completion of two semesters/32 weeks of courses at UJ.

Additional Information

All students accepted on a conditional basis would still be eligible to receive Title IV funding if they meet the federal guidelines.

All students accepted on a conditional basis will have a registration hold placed on their account until their cumulative GPA can be calculated to determine if requirements of conditional acceptance have been met.

Graduate Admission

Admission into a University of Jamestown graduate program is made at the programmatic level. Interested students should consult the Admission sections of the Master's Degree (p. 68), Doctoral Degree (p. 87), and Graduate Certificate (p. 103) program pages for details about admission policies and procedures. Access to Internet is required to be considered for admission to all online and hybrid programs.

International Students

The University of Jamestown welcomes the cultural diversity international students bring to our liberal arts community. The majority of our students are from rural communities in the American Midwest, and University of Jamestown believes that introducing students to other cultures is a valuable part of a liberal arts education. Students enroll from a number of foreign countries including Belarus, Brazil, Canada, China, Germany, India, Italy, Japan, Kenya, Korea, Liberia, Mexico, Netherlands, Nigeria, Puerto Rico, Spain, South Africa, United

Kingdom, and Zimbabwe.

International Student Admission Requirements

International students apply to the University of Jamestown using the following steps:

1. Complete the online International Student Application (no application fee).
2. Submit official transcripts from all secondary schools and universities you have attended, (including those from English-speaking countries). International students are required to submit their academic transcripts to InCRED Transcript Evaluation Services for evaluation. Information and procedures can be found at incredevals.org.
3. Provide a score from the TOEFL (code is 6318). A minimum TOEFL score of 525 on the paper test, 197 on the computerized version or 70 on the Internet-based TOEFL (iBT). The TOEFL may be substituted by the IELTS exam with a minimum score of 6.0 overall and a 5.5 minimum on any one test section. ACT or SAT scores are optional. (Note: if you are from an English-speaking country, the TOEFL requirement may be waived.)
4. Provide documentation of sufficient financial resources. The United States Department of Homeland Security regulations require international students to demonstrate the ability to finance their education prior to the release of their DHS Form I-20. The University will accept a dated bank statement with an official signature. The University of Jamestown will accept a dated bank statement with official signature.

Centers for Excellence

Roland E. Meidinger Center for Excellence in Business

Since its launch in the fall of 2000, the Roland E. Meidinger Center for Excellence in Business has become a premier center for management education with programs that compare favorably with those of any liberal arts college in the country. The Meidinger Center for Excellence in Business was named in honor of Roland E. Meidinger, trustee emeritus and longtime benefactor of University of Jamestown, and the recipient of the honorary degree Doctor of Laws, Honoris Causa, from the college in 1976.

In order to accomplish its mission of excellence in business education and to achieve its strategic goals, the Meidinger Center for Excellence in Business has implemented several major initiatives that have resulted in the following distinctive program hallmarks:

Degree Programs

The following degree programs are offered through the Roland E. Meidinger Center for Excellence in Business by its Department of Business, Accounting, and Economics:

- Bachelor of Arts degree in business administration with concentrations in accounting, business communication, general management, information technology, liberal arts, and marketing.
- Bachelor of Arts degree in accounting
- Bachelor of Arts in Liberal Arts Business Studies.

Strong and Talented Faculty

The faculty in the Meidinger Center for Excellence in Business are talented, respected, highly collaborative, committed to excellence in teaching and student learning, and are either doctorally- or professionally-qualified to teach in their particular disciplines.

Expanded Opportunities for International Experiences

The Meidinger Center for Excellence in Business, through its Department of Business, Accounting, and Economics, currently offers students the following opportunities for international study in business, economics, and/or accounting:

- Irish American Scholars Study Program
- International Student Exchange Program (ISEP)

Expanded Internship and Experiential Education Opportunities

The expanded opportunities for internships and other types of field experiences developed by the Meidinger Center for Excellence in Business provide students with experiential learning that is vital to the complete education of business students.

Nationally Recognized Student Organizations

The Meidinger Center for Excellence in Business currently has a very strong and active chapter of Phi Beta Lambda,

which is a national student business organization.

Harris Widmer Center for Excellence in Information Technology

In early 1999, the University of Jamestown launched a major new initiative in information technology for the 21st century with the establishment of the Harris Widmer Center for Excellence in Information Technology. The first venture of the newly established Center was to increase students' access to computers. Each room is networked for access to e-mail, the internet, and other network services. This dramatic enhancement of computer accessibility was made at no additional charge to the students. The Center's establishment was made possible with a generous lead gift from Harris and Arlyce Widmer, Fargo, ND. Mr. Widmer is a graduate of the class of 1958 and a longtime College trustee.

The Center's facets include the following:

- **Studies in Information Technology**
- **Software skills certification**, which involves training in word processing, spread sheets, databases, e-mail and Internet, web page design, presentation software, graphics, desktop publishing, and networking.
- **Special internship opportunities**, which will greatly enhance the resumé of University of Jamestown graduates.

Curriculum Delivery

Attendance Policy

The participation of students in all courses is considered an important part of the academic procedure. Students are responsible for ascertaining attendance requirements for each course in which they are enrolled. Accordingly, each instructor shall make known to all students (preferably, as part of the syllabus), the policies on attendance for the class, including how attendance is used in grade computation. Instructors shall also make explicitly clear the extent to which class participation is requisite to the learning experience in that class. It is assumed that students will conscientiously fulfill this responsibility when courses are scheduled and will contribute to class activities. Instructors may consider irregular attendance in his/her evaluation of students' educational achievement.

Specific policies related to excused and unexcused absences can be found in the Student Handbook and on

program pages in the Catalog. Programs offered entirely online are considered nonattendance taking programs.

Online Class Etiquette

Online course delivery is dependent on effective use of class meetings to deliver content, facilitate discussion, and answer questions. Recognizing that learners have a variety of unique needs, the following requirements ensure students are actively engaged in the learning and instructors are able to provide meaningful class sessions.

1. Attendance to class meetings is required. If students are unable to attend, prior permission must be granted from the instructor to receive an excused absence. Unexcused absences may lead to removal from the course.
2. Class meetings will be recorded so students may review the session. Students who were absent are responsible for viewing the recording and will be given an alternate task to compensate for missing class.
3. Preferably, students should use a computer or tablet for class meetings. Participating in class meetings is possible with a cell phone but is not ideal. Landlines should be used only when other devices aren't working.
4. Students should mute their microphone upon entering the class meeting and unmute their mic to participate in discussion or to ask a question.
5. Students should have the camera on during the entire class meeting. If an emergency arrives, students may send a chat message privately to the instructor and turn off the video. Exceptions should be discussed with the instructor prior to the first class meeting if possible. Exceptions include:
 - Students have limited bandwidth or no webcam
 - Students are in an environment with a lot of visual distractions
 - Students need a private moment
 - The instructor sees issues with bandwidth and requests cameras be turned off
6. Use a headset if possible to improve audio quality.
7. All additional apps and screens should be closed unless they are essential to the class discussion. Students should also turn off music or other

background noise.

8. When speaking, say your name then add your question or comment.
9. Use the chat window for questions and comments that are relevant to class discussion. The chat window is not a place for socializing or posting comments that distract from the course activities.
10. Reaction buttons, raising hands, and other emoticons are encouraged to show you are participating the discussion even though you are not speaking. Instructors may require use of reaction buttons, chat box, polling, discussion groups, or other options to encourage active engagement.
11. Interruptions as well as awkward silences may occur. The instructor will work through these issues as needed.
12. Privacy concerns:
 - Students who will be sharing their screens should open relevant documents ahead of class meeting time. Avoid showing the entire desktop.
 - Use the virtual background options or move to a location that doesn't reveal your living space.
 - Students are able to click on Hide Self-View or place a sticky note over their faces if they are uncomfortable seeing themselves.
 - Avoid using names of colleagues, students, or school districts to maintain professional confidentiality.
13. Sharing the recording, taking screen shots, or distributing course content and discussion is not authorized and may violate FERPA, copyright, or other personal rights of students and instructors.

Course and Program Cancellation

The University of Jamestown is committed to offering all of its courses and programs to enrolled students but reserves the right to modify programmatic offerings. In the unlikely event that the university is not able to offer all of the courses or programs described in this catalog, the university will do the following:

- Courses: The university reserves the right to offer an appropriate course as a substitution for a required course and count the substituted course toward

program requirements if it is unable to offer a required course.

- Programs: If the university deactivates a program, the university will continue to offer all of the required courses for the program, or appropriate substitutions for them, in a timely manner to allow currently enrolled students to complete the program. For the purposes of this policy, "timely manner" means up to two terms beyond the period of time it would normally take an enrolled student to complete the program and/or until the last currently enrolled student completes the program, whichever comes first. If the university is forced to declare financial exigency, the university reserves the right to partner with other accredited institutions for a "teach out" in alignment with Higher Learning Commission requirements.

Credit Hour Policy

The University of Jamestown follows the "Carnegie Definition" of credit hour. A unit of credit (one credit hour) is defined as the equivalent of one 50-minute in-class period with a minimum of two hours of additional student work outside of class per week for approximately 15 weeks; or

The equivalent amount of student work over a different amount of time; or

The equivalent amount of student work by other instructional modes of delivery such as distance education (online), hybrid learning, or independent and directed studies.

Hence, a three-credit course would require the equivalent of 45 hours of class time and 90 hours of outside work. In the online accelerated (eight-week) environment, this translates to approximately 18 hours of student work per week for a three-credit course. Student work includes preparation time, reading, research, discussion board participation, assignments, exams, and practical application of materials.

Details of the policy:

- Laboratory Courses: Practical application type courses where the major focus is on 'hands on' experience to support student learning using equipment, activities, tools, machines etc. 1 credit hour is approximately 2-3 laboratory hours.
- Applied Music Lessons: Courses are individual

lessons which meet once per week. Students receive 1-2 credits with lessons lasting 30-60 minutes. Additional independent practice is expected.

- Internships and Practicums: A pre-professional practical learning experience in an appropriate work environment that will benefit the student. 1 credit per 40 hours of internship, with an additional 2 hours or more of coursework, not to exceed 8 credits in one experience with the exception of student teaching.

Delivery Methods

The University of Jamestown offers programs in on-campus, online, and hybrid formats. On-campus and hybrid programs are offered at the Jamestown and Fargo locations. See individual program pages for details.

Directed/Independent Studies and Special Topics

Directed and independent studies are non-classroom programs of study, arranged for and undertaken by a student under the supervision of a faculty member and at the discretion of that faculty member. Such studies must be judged to be of substantial weight, equal to or exceeding the merit, time, and attention given to a classroom course of equivalent credit. The purpose of these studies is to allow a student to do research beyond what is offered in the normal curriculum or to assist a student in resolving a serious scheduling conflict outside of his/her control that cannot be resolved by other means. All directed and independent study courses must be approved by the student's faculty advisor, the department chair or program director, and the Dean.

Directed Study courses are individualized offerings of courses currently approved and listed in the catalog. These are often offered to assist a student in resolving a serious scheduling conflict outside of his/her control that cannot be resolved by other means.

Independent Study are individualized courses that allow a student to work with a faculty member to do research beyond what is offered in the normal curriculum.

Directed and independent studies are subject to the following requirements:

1. Contact hours: A directed study must have scheduled faculty-student contact hours equal to at least one third of the contact hours of a classroom course of equivalent credit. Contact hours for an independent

study are at the instructing faculty member's discretion.

2. GPA: A student taking a directed study must have a GPA of at least 2.75. A student taking an independent study must have a GPA of at least 3.5.
3. Class standing: Students taking directed or independent studies must have completed at least twenty-four college semester credits.
4. A student who has received a D or F in a course may not take a directed or independent study in order to replace the grade for that course.

Special Topics are classroom-based courses for topics outside the normal curriculum. These are often used to address new questions in a field or to test whether the course should be approved for permanent listing in the catalog.

Grading and Honors

Grades

Tentative grades are reported at midterm to assist students in gauging their effort for the remainder of the term.

At the completion of each course the student is given a grade: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, or P for passing work; I for incomplete work; and F for failure.

Incomplete Grades

The grade "incomplete" is given only at the end of a term in which the student, for justifiable reasons in the opinion of the professor, is unable to complete the course. If an incomplete course is not completed within four weeks of the next resident semester after the grade was given, or if an incomplete course is not completed within one semester by a student not in residence, the grade will be that which the professor submitted based on the assumption that the student received failing grades or zero points for all uncompleted work. Exceptions to this rule will be made only when there exist reasons clearly beyond the control of the student, and the student, with the professor's approval, has petitioned the office of the Dean for an extension of time. The Dean may grant an extension of time or a replacement of the incomplete with a W (Withdrawn). Incompletes must be finished within four weeks of the beginning of the next semester. No final action will be taken until the four-week period has elapsed.

Pass-Fail Option for Undergraduate Programs

Twelve elective credits may be taken on a pass-fail basis. Courses taken on a pass-fail basis cannot be courses that contribute to major, minor, or general education requirements. No more than one class may be taken on this basis during any given term. No more than twelve semester credits of pass-fail work may be counted toward the satisfaction of graduation requirements (student teaching and internships are the exception). Students taking a course on a pass-fail basis must attend all classes, take all examinations and possess all prerequisites required of students enrolling on a letter grade basis. Performance of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D- caliber will be awarded a grade of "Pass," which does not affect the grade point average. Grades of F are included in the computation of the grade point average. Students may elect (or reverse) the pass-fail option until two weeks after mid-term for semester-long courses, and until the fifth week of an eight-week course.

Grading of Experiential Education and Internships

All experiential education and internship credits will be graded Pass/Fail. If participation is not a requirement for a major or minor, it will contribute to the twelve-credit maximum for Pass/Fail. If participation is a requirement of a major or minor, it will be exempt from the twelve-credit limit (for example, student teaching.)

Grade Point Average (GPA)

The University of Jamestown grade point average (GPA) is used to determine academic standing. The GPA is computed by dividing total grade points earned by the total number of semester credits attempted in which the student received a grade of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, or F. (Exception: If a course is repeated, only the higher grade is included in the GPA calculation; however, the lower grade remains on the transcript as well.) Grade points awarded per semester credit are the following:

A+ = 4.00

A = 4.00

A- = 3.67

B+ = 3.33

B = 3.00

B- = 2.67

C+ = 2.33

C = 2.00

C- = 1.67

D+ = 1.33

D = 1.00

D- = 0.67

F = 0.00

Grades of P (Pass), W (Withdrawal), and I (Incomplete) do

not affect the grade point average.

Two grade point averages are maintained for transfer students: The University of Jamestown GPA and a cumulative GPA that includes transfer credit. The cumulative GPA is also used in determining eligibility for scholarships and for all academic honors (other criteria beyond GPA may exist in some cases.) Grade points are rounded to the nearest one-thousandth.

Appealing Grades and Other Academic Matters Not Pertaining to Academic Integrity Issues

A student may appeal the grade she or he received in a course. Grounds for an appeal are limited to capriciousness, errors of fact, or evidence of bias on the part of the instructor, and it is the responsibility of the student to provide evidence that an appeal is warranted. The belief that an instructor graded in too difficult a manner, assigned too much work for a given course, and the like, are not grounds for a grade appeal. Grades on individual assignments, tests, or other measures of student learning are not appealable except to the extent that they affect the final grade a student received in a course.

Students wishing to appeal grades or other academic matters not related to academic integrity issues should follow this timeline and process:

1. Discuss the concern with the faculty member involved no later than two weeks into the beginning of the subsequent academic term of the issuance of the final grade to initiate an appeal (Undergraduate College only: into the fall semester for spring semester and summer term courses and into the spring semester for fall semester courses). If the student remains unsatisfied or if the instructor is separated from the University, the student should:
2. Appeal to the department chairperson or program director in writing within five working days of discussing the grievance with the faculty member. Include the circumstances of the grievance, specific concerns, and a possible remedy. The student should make an appointment and meet with the chairperson or director. It is the responsibility of the department chair or director to collect evidence from the student and the faculty member, if the faculty member is not separated from the university, prior to making a decision. The student will be notified in writing of the chairpersons' decision within five working days of the meeting. If the student remains unsatisfied or if

the faculty member who issued the grade is the department chairperson, the student should:

3. Appeal to the Dean in writing within five working days of notification by the chairperson's or director's decision. Include in the written document circumstances of the grievance, specific concerns, and a possible remedy. The student should make an appointment and meet with the Dean. It is the responsibility of the Dean to collect evidence from the student, faculty member, if the faculty member is not separated from the university, and the department chair or program director prior to making a decision. The student will be notified in writing of the Dean's decision. In all cases, the decision of the Dean is final.

In cases where no evidence of capriciousness, errors in fact, or bias exist, the original grade will remain. In cases where evidence of capriciousness, errors in fact, or bias does exist, either the department chairperson, program director, or the Dean will administratively change the grade to a more appropriate grade and notify the instructor of the grade change within five business days.

Honors

The Dean's List of Outstanding Scholars

The dean's list of outstanding scholars includes all full-time undergraduate students who at the end of any given semester earn a grade point average of 3.50 or better with a minimum of twelve semester credits, exclusive of "Pass" credits.

College Fellows

A limited number of outstanding junior and senior students are selected each year by the faculty for the distinction of College Fellow. Recipients are to be of exemplary character and must possess an overall cumulative grade point average of 3.3 or better as well as a grade point average of 3.50 or better in their majors. Fellows may tutor or teach under the direction of their department chair(s).

Distinction in Degrees

Undergraduate scholastic excellence is recognized through Latin honors with diploma designations as follows:

- Summa Cum Laude - 3.90 GPA or higher
- Magna Cum Laude - 3.70 to 3.899 GPA
- Cum Laude - 3.50 to 3.699 GPA

The honors-level grade point average must be maintained on both the University of Jamestown credits attempted and the cumulative grade point average, including all transfer credits.

Honor Societies

Students who qualify may join honor societies that have chapters at the University of Jamestown. Current honor societies are Alpha Chi (academic), Alpha Mu Gamma (foreign language), Beta, Beta, Beta (biology), Lambda Pi Eta (communication), Omicron Delta Kappa (leadership), Phi Lambda Theta (education), Psi Chi (psychology), and Sigma Theta Tau (nursing).

Graduation Requirements

Graduation Application

Graduation intent notices will be sent out by the Registrar's office to all students each spring for the following academic year. Students planning to graduate in December, May, or Summer of the following academic year are required to fill out the graduation intent form. It is the responsibility of the student to complete the graduation intent form in a timely manner. Failure to do so may result in the student missing important graduation notices and being omitted from graduation ceremony. If a student fills out the form and later chooses to change their intended graduation date, it is their responsibility to inform the Registrar's office. The link can be found on the [uj.edu](https://www.uj.edu) website by searching "Graduation Intent Form" or here: <https://www.uj.edu/academics/graduation-intent-form/>.

Commencement

The May commencement ceremonies recognize those students who graduate during that academic year. The academic year consists of a fall, spring, and summer term and begins in August. Graduating students are expected to attend and fully participate in graduation activities including baccalaureate and commencement ceremonies. Mid-year or other graduates unable to return for commencement may request their degrees in absentia in writing by contacting the Registrar's office.

In order to participate in commencement exercises, students must apply for graduation and meet one of the criteria below:

1. Student has completed, or will complete by the date of commencement, all requirements necessary for

graduation.

2. Student has completed all requirements necessary for graduation except student teaching. The student must be registered for student teaching for the following fall term.
3. Student has 12 or fewer credits remaining to complete all requirements necessary for graduation, and the student has enrolled for those credits in the summer term following commencement at the University of Jamestown.

Payment and Financial Aid

Through an extensive program of scholarships, grants, work programs, and loans funded by federal, state, and institutional sources, the University of Jamestown is determined to ensure that no qualified student will be denied an education due to lack of adequate financial resources. The majority of our full-time students participate in one or more of the financial aid programs available through the University. The admission and financial aid staff will work to prepare an individual package to fit the needs of each student. The Office of Financial Aid awards aid based on demonstrated need while most merit and talent-based awards are determined by other departments such as admission, athletics, and fine arts.

Cost of Attendance and Fees

<https://www.uj.edu/admission-aid/tuition-fees-payment/>

Financial Aid Application Procedure

Federal financial aid may be available for students who qualify. More information can be found online at www.studentaid.gov or on the UJ Financial Aid Office website. Students may also contact the UJ Financial Aid Office with questions.

All students must complete the Free Application for Federal Student Aid (FAFSA) every year to be considered for need based aid. The FAFSA can be completed online at www.studentaid.ed.gov. The Office of Financial Aid may require the FAFSA to be completed in other instances as well.

Loan Programs

Loans allow students and parents to borrow money to meet educational costs at relatively low interest rates. In most

cases, repayment is delayed until graduation or an enrollment status of less than half time. Additional information regarding all loans below is available in the Financial Aid Office and on the college website.

Federal Direct Loans

Federal Direct Loans are available to all students who have completed the FAFSA and are otherwise eligible. Direct Loans are characterized as subsidized or unsubsidized based on the FAFSA in combination with other financial aid awarded to the student. The federal government pays the interest on a Subsidized Direct Loan during the student's enrollment whereas the student is responsible for paying interest on an Unsubsidized Direct Loan. At the borrower's choice, the interest on an Unsubsidized Direct Loan can either be paid during enrollment or can be capitalized. A borrower must complete Direct Loan Entrance Counseling and a Master Promissory Note prior to the disbursement of any loan proceeds.

The maximum annual loan amounts for dependent students are:

Freshmen: \$5,500 (maximum of \$3,500 subsidized)

Sophomore: \$6,500 (maximum of \$4,500 subsidized)

Junior and Senior: \$7,500 (maximum of \$5,500 subsidized)

Repayment begins six months after the borrower is no longer enrolled at least half time. The annual fixed interest rate for loans disbursed to undergraduate students after July 1, 2023, and before July 1, 2024, is 5.5%.

Federal Parent Loans for Undergraduate Students (PLUS)

Parents of dependent students may borrow funds through the PLUS program. Eligibility requirements include U.S. citizenship and an approved credit rating. Repayment generally begins sixty days after the second disbursement, but may be deferred upon request.

Alternative Loans

The University of Jamestown will certify any alternative education loan that a student requests (up to the student's cost of attendance).

Payment of Charges

Payment of all student bills is due on the first day of classes. Those not paid in full on that date will be charged

interest at a rate of 1.5 percent per month.

First Day of the Semester/Term:

- All charges assessed by the University of Jamestown (tuition, fees, room, and board) are due and payable on the first day of the semester/term.
- Unpaid balances begin accruing finance charges on the first day of class, which are added monthly.
- A student may contact the cashier and discuss alternative payment arrangements for any unpaid balance. The cashier can be contacted by email at cashier@uj.edu or by telephone at 701-252-3467, ext. 5561.

Thirty Days after the First Day of the Semester/Term or the Completion of Four Weeks:

- Meal plan and participation in co-curricular activities will be suspended for students with past-due accounts, or if the student is not adhering to approved payment arrangements.

Sixty Days after the First Day of the Semester/Term or the Completion of Eight Weeks:

- The student is withdrawn from the University of Jamestown if a payment arrangement has not been approved or if an approved payment arrangement is delinquent.

Past due students accounts may be sent to a collection service.

One half of financial aid awarded to the student will generally be applied to each semester. The student will not be allowed to register for the next semester and credits will not be issued until the account is paid in full. The University reserves the right to withhold statements of honorable dismissal, credits, transcripts, and diplomas until all financial obligations have been met with the Business and Financial Aid Offices.

Return of Title IV Funds and Institutional Charge Policy for Withdrawals

Return of Federal Title IV Aid and Institutional Aid and Refund Policy

The UJ Return of Federal Title IV Aid and Institutional Aid and Refund Policy can be found at:
<https://www.uj.edu/public-disclosures/title-iv-required->

[disclosures/return-of-title-iv-funds-policy/](#).

Institutional Charge Policy for Withdrawals

Residential Programs: University of Jamestown has adopted a tuition charge policy for the residential programs that uses the same methodology as the Return of Title IV Funds Policy. This policy refers to withdrawal from the University of Jamestown, not to withdrawal from an individual course. Fee charges must be paid in full, regardless of the date of withdrawal. Housing and food charges are based on the date the student discontinues living on campus.

Online Programs: University of Jamestown has adopted a tuition charge policy for the online programs. This policy refers to a withdrawal from either the University of Jamestown or an individual course. Students who participate and withdraw during the first week of the module will incur a 25% tuition charge. After week one, students will be responsible for the entire tuition charge for the module. Fee charges must be paid in full, regardless of the date of withdrawal. Students who do not participate and withdraw during the first week of the module will not incur a tuition or fee charge.

A student is considered enrolled for attendance purposes until he/she has officially withdrawn from the University of Jamestown (see Official Withdrawal) or until the end of the term, whichever is first. The minimum amounts to be returned to Title IV programs are calculated according to federal guidelines.

Detailed information is provided to each student every year and is available on request in the Financial Aid Office as well as on the University website.

Satisfactory Academic Progress - Undergraduate Students

SATISFACTORY ACADEMIC PROGRESS GUIDELINES for FINANCIAL AID PURPOSES

Satisfactory Academic Progress (SAP) is language set forth in the federal guidelines [34 CFR §668.34] that specifies the minimum academic progress required of a student to avoid termination of funding provided by federal and state governments. The guidelines also relate to programs funded by the institution (except for tuition waivers) or as determined by the University of Jamestown (UJ). The academic standards for students receiving Title IV funds (federal aid) are the same as those for students not receiving Title IV funds.

To demonstrate SAP for financial aid purposes, all students must comply with the following components:

1. **Qualitative** Students must maintain a minimum cumulative grade point average (GPA) of 2.0.
2. **Pace or Quantitative** Students must successfully complete (grade of 'D' or higher) at least 67% of all attempted credits. Grades of incomplete on the last day of the term are included in the calculation and not recalculated for that term once the grade is entered. Credit hours from another school accepted at UJ will count as both attempted and completed hours.
3. **Maximum Timeframe or 150% Rule** Students must complete their program within 150% of the total credits required for completion.

Monitoring Procedure

The University of Jamestown monitors student progress after every payment period (term). Summer is considered a payment period for this purpose and, consequently, progress will be monitored for those students enrolled in summer school courses after the summer session as well.

Possible statuses of each SAP calculation are good standing, warning, and suspension. A student who fails SAP after one semester is placed on financial aid warning. A student who fails SAP the next consecutive semester after being placed on warning will be placed on financial aid suspension. A student placed on financial aid suspension may appeal the suspension by submitting an official *Financial Aid Suspension Appeal Form* (which can be found on the University of Jamestown website under *Current Students/Financial*) by the stated deadline. A committee including the Associate Provost/Dean of the Undergraduate College, Vice-President of Enrollment Management, Registrar, Student Success Coordinator, and Director of Financial Aid, will review the appeal. If an appeal is granted by a majority vote of the committee, an academic plan will be generated for the student. The student and financial aid representative will sign the academic plan.

Students will be notified of SAP statuses of warning and suspension and be sent an academic plan by email to their UJ email. Requirements necessary to regain eligibility for financial aid will be included in an academic plan.

Additional Information

- Limited funding may be available through private sources explicitly stating that SAP is not required.

- The Financial Aid Office reserves the right to adjust SAP verbiage at any time.
- Grades of incomplete will be counted as not earned in the calculation immediately following the term in which the grade falls. If the grade changes to a letter grade, that grade will be considered in future calculations for SAP following subsequent periods of enrollment.
- A course in which a student received a passing grade may be repeated only one time for federal student aid payment of both times the course was taken. Federal student aid may not be used for a second repeat of the same course with a passing grade (D or higher). If a student receives a passing grade in a course and then subsequently fails the course, the student cannot receive federal aid for the course in any subsequent taking of the course after failing it. All course repeats count toward the total number of credits the student has attempted, which may affect pace and/or 150% calculations for SAP.

Glossary/Additional Information

ACADEMIC PLAN An academic plan will be created for the student and will include the number of semesters, specific coursework, and minimum grades and/or grade point average it will take the student to regain compliance. The student's advisor will be notified of the plan. Once a student is in compliance, s/he is again considered to be in good standing. The academic plan will be monitored by the Registrar and the Director and/or Assistant Director of Financial Aid each semester for compliance.

APPEAL Should a student fail to make progress after a semester on warning, an appeal is required for reinstatement to financial aid privileges. The appeal must be submitted by the published deadline on an official *Financial Aid Suspension Appeal Form*, which can be found on and submitted from the University of Jamestown website under *Current Students/Financial Aid*. Students have the right to appeal action taken regarding the University's Satisfactory Academic Progress policies. Prior appeals will be considered along with a current appeal if the student has appealed in the past. There is no limit to the number of appeals a student may submit.

Appeal Denied If a student's appeal is denied, s/he is no longer eligible to receive financial aid until compliance has been regained.

APPEAL GRANTED If a student's appeal is granted, an

academic plan will be generated for the student. Once signed, the student is placed on probation and s/he is eligible to receive financial aid for the following term, after which the student's record will be reviewed.

Attempted Credits All courses taken for which a student receives a 'W' or grade on the transcript are counted. Attempted credits also include those taken during terms in which the student receives no aid as well as repeated courses and credits transferred into UJ from other institutions.

GOOD STANDING All three compliance factors are being met or surpassed. Student is eligible for financial aid.

Incompletes Courses for which a student receives an incomplete will be counted as not earned in the calculation immediately following the term in which the grade falls. If the grade changes to a letter grade, that grade will be considered in future calculations for SAP.

PACE The quantitative component for all grade levels, calculated to ensure the student successfully completes (grade of 'D' or higher) at least 67% of all (cumulative) attempted credits.

Repeated credits The highest course grade will be used in determining GPA compliance. Credits from a repeated course will be counted each time the course is taken for the pace calculation. All credits will be counted toward the 150% Rule.

WARNING The first semester that a student fails to make satisfactory academic progress, s/he is assigned the status of warning. This is an automatic action, and no appeal is required by the student. The otherwise eligible student will be entitled to financial aid for one additional semester.

SUSPENSION Should a student be determined to not be in compliance with any one of the three components of Satisfactory Academic Progress and has not successfully appealed, s/he is no longer eligible to receive assistance under financial aid programs at UJ. Any charges that the student incurs during this period of suspension from financial aid privileges are the responsibility of the student.

TRANSFER CREDITS Credit hours from another school accepted toward the student's educational program will count as both attempted and completed hours and be considered toward total GPA.

<https://www.uj.edu/about/policies-handbooks-and-forms/sap-undergraduate/>

Satisfactory Academic Progress - Doctor of Physical Therapy and Master's Programs

SATISFACTORY ACADEMIC PROGRESS GUIDELINES for FINANCIAL AID PURPOSES

Satisfactory Academic Progress (SAP) is language set forth in the federal guidelines [34 CFR §668.34] that specifies the minimum academic progress required of a student to avoid termination of funding provided by federal and state governments. The guidelines also relate to programs funded by the institution (except for tuition waivers) or as determined by the University of Jamestown.

To demonstrate SAP for financial aid purposes, all students must comply with the following three components:

1. **Qualitative** Students must maintain a minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale.
2. **Pace or Quantitative** Students must successfully complete at least 67% of all attempted credits.
3. **Maximum Timeframe or 150% Rule** Students must complete their program within 150% of the total credits required for completion.

Monitoring Procedure

The University of Jamestown monitors student progress after every payment period (term). Summer is considered a payment period for this purpose and, consequently, progress will be monitored for those students enrolled in summer school courses after the summer session as well.

Possible statuses of each SAP calculation are good standing, warning, probation, and suspension. A student who fails SAP after one semester is placed on financial aid warning. A student who fails SAP the next consecutive semester after being placed on warning will be placed on financial aid suspension. A student placed on financial aid suspension may appeal the suspension by submitting an official *Financial Aid Suspension Appeal Form* (which can be found on the University of Jamestown website under *Current Students/Financial*) by the stated deadline. A committee including the Associate Provost/Dean of the Undergraduate College, Vice-President of Enrollment Management, Program Director, Registrar, Student Success Coordinator, and Director of Financial Aid will review the appeal. If an appeal is granted by a majority vote of the committee, an academic plan will be generated for the student. The student and financial aid

representative will sign the academic plan.

Students will be notified of SAP statuses of warning and suspension and be sent an academic plan by email to their UJ email. Requirements necessary to regain eligibility for financial aid will be included in an academic plan.

Additional Information

- Limited funding may be available through private sources explicitly stating that SAP is not required.
- The Financial Aid Office reserves the right to adjust SAP verbiage at any time.
- Grades of incomplete that change to a letter grade will result in a recalculation of SAP, providing the change occurs within the same award year the class was taken. The registrar's office must notify the financial aid office of the grade change.
- A course in which a student received a passing grade may be repeated only one time for federal student aid payment of both times the course was taken. Federal student aid may not be used for a second repeat of the same course with a passing grade. All course repeats count toward the total number of credits the student has attempted, which may affect pace and/or 150% calculations for SAP.
- Credit hours from another school accepted toward the student's educational program will count as both attempted and completed hours and be considered toward total GPA.

Glossary/Additional Information

ACADEMIC PLAN The status of ACADEMIC PLAN is assigned when a student's appeal has been granted. An ACADEMIC PLAN will be created by the Director of Financial Aid and the Registrar to determine how many semesters it would reasonably take any student to regain compliance both quantitatively and qualitatively. There is no set length for an ACADEMIC PLAN. Once a student is in compliance, s/he is again considered to be in GOOD STANDING. The personalized ACADEMIC PLAN will be monitored by the Registrar and the Director and/or Assistant Director of Financial Aid each semester for compliance.

APPEAL Should a student fail to make progress after a semester on WARNING, an APPEAL is required for possible reinstatement to financial aid privileges. The APPEAL must be submitted by the published deadline on an official *Financial Aid Appeal Form* (which can be

found on the University of Jamestown website under *Current Students/Financial Aid*). Students have the right to appeal action taken regarding the University's Satisfactory Academic Progress policies. However, for any given circumstance, a student may only appeal once. There is no limit to the number of appeals a student may submit.

Appeal Denied If a student's appeal is denied, s/he is no longer eligible to receive financial aid until compliance has been regained.

APPEAL GRANTED If a student's appeal is granted, s/he is eligible to receive financial aid for the following semester, after which the transcript will be reviewed.

Attempted Credits All courses taken for which a student receives a 'W' or grade on the transcript are counted. Attempted credits also include those taken during terms in which the student receives no aid as well as repeated courses and credits transferred into the University of Jamestown from other institutions.

GOOD STANDING All three compliance factors are being met or surpassed. Student is eligible for financial aid.

Incompletes Courses for which a student receives an incomplete must be finished in a timely manner as determined by the Registrar. Action will be held until the prescribed period has elapsed (unless the course would have no impact on the decision).

PACE The quantitative component for all grade levels, calculated to ensure that the students successfully complete (grade of 'D' or higher) at least 67% of all (cumulative) attempted credits.

Repeated credits Credits earned from a repeated course will be counted only once for total number of credits completed. However, both sets of credits will be counted toward the 150% Rule. The highest course grade will be used in determining GPA compliance.

WARNING The first semester that a student fails to make satisfactory academic, s/he is assigned the status of WARNING. This is an automatic action, and no appeal is required by the student. The otherwise eligible student will be entitled to financial aid for one additional semester.

SUSPENSION Should a student be determined to be in noncompliance with any of the three components of Satisfactory Academic Progress and has not successfully appealed, s/he is no longer eligible to receive assistance

under financial aid programs at the University of Jamestown. Any charges that the student incurs during this period of SUSPENSION from financial aid privileges are the responsibility of the student.

TRANSFER CREDITS Credit hours from another school accepted toward the student's educational program will count as both attempted and completed hours and be considered toward total GPA.

<https://www.uj.edu/about/policies-handbooks-and-forms/sap-graduate/>

Scholarships and Grants

To qualify for the following scholarships or grants the student must be enrolled full-time. Institutional scholarships and grants are renewable for four years unless otherwise stated.

UJ Scholarships

Academic Tuition Scholarships

The University of Jamestown awards academic tuition scholarships to incoming freshmen and transfer students to recognize scholastic achievement. Academic scholarships range from \$6,000 to full tuition.

Scholarships:

- Presidential
- Deans
- Honors
- Trustee
- Knight Award
- Wilson Tuition Scholarship
 - Wilson and Distinguished Scholarships are the most prestigious awards given by the University of Jamestown to incoming freshmen. The Wilson Scholarship is established in memory of the late Dr. and Mrs. John L. Wilson. Four students are selected each year in recognition of their academic and leadership achievements. Four students receive full tuition awards and Wilson Scholarship Day participants who are not recipients of a Wilson Scholarship receive a \$1,000 per year Distinguished Scholarship. These scholarships are renewable for up to four years.

- Athletic Scholarship
 - Athletic scholarships are available for men and women participating in the Great Plains Athletic Conference. University of Jamestown does not stack athletic awards on top of our traditional scholarships. Student athletes who receive a scholarship package from an athletic program are not eligible for additional academic scholarships.
- Legacy Award
 - The Legacy Award is designed to honor families who have supported the University of Jamestown with enrolling and graduating two or more family members (parent, grandparent, brother or sister). This award is valued at \$1,000 annually with a total value of \$4,000 over four years.
- Other Scholarship Awards
 - The University of Jamestown offers additional awards such as major-related and participation scholarships. For further information see the admissions office.

Federal Grants

The Federal Pell Grant is designed to provide financial assistance to meet educational costs on the basis of need as determined by the FAFSA. For the 2024-2025 academic year, grants range from \$749 to \$7,395 per year. The Department of Education updates the Pell Grant chart on an annual basis.

Federal Supplemental Educational Opportunity Grant (SEOG)

The Federal Supplemental Educational Opportunity Grant is awarded to students with exceptional need as determined by the FAFSA. Grants vary in amount from year to year.

North Dakota State Scholarships and Grants

Residents of North Dakota who have graduated from a North Dakota high school may be eligible for a variety of scholarships or grants made available through the North Dakota University System. Additional information for each of the following programs that are administered by the North Dakota University System can be found at www.ndus.edu/paying-for-college/.

North Dakota Scholars

The North Dakota Scholars program, a merit-based scholarship, provides scholarships to freshmen based on

ACT scores. The scholarship at private institutions equals the average tuition at a North Dakota University System research university. The North Dakota Scholars Scholarship is renewable for up to three years provided the recipient maintains a cumulative 3.50 grade point average.

North Dakota State Grant

The North Dakota State Student Incentive Grant Program provides grants to North Dakota residents pursuing their undergraduate degree and who are attending a postsecondary institution in North Dakota. For full-time enrollment status, the grant for 2023-2024 is up to \$1,375 per term.

North Dakota State Native American Grant

The North Dakota Native American Scholarship program assists Native American students in obtaining a college education by providing scholarships. This scholarship is based on scholastic ability and unmet financial need.

North Dakota Academic Scholarship and North Dakota Career and Technical Education Scholarship

Two academic scholarship opportunities are available for high school seniors. These scholarships were authorized to encourage and reward high school students for taking more challenging course work in preparation for college. The amount of each scholarship is \$750 per semester based on full-time enrollment in an accredited North Dakota higher education institution. The scholarships are renewable provided the student maintains a minimum 2.75 grade point average and progress toward degree completion. The student may be eligible for up to \$6,000 within six academic school years after high school completion. The application must be submitted to NDUS.

Student Work Programs

Federal Work Study

Federal Work Study is a need-based work program that offers part-time employment to students and is subsidized by the federal government. Work awards may be limited by funds available as well as by individual student need in combination with other financial aid awarded.

University of Jamestown Work Program

A limited number of part-time positions are available to students who do not qualify for the Federal Work Study program.

VA Benefits

All students receiving VA benefits must provide the institution with a certificate of eligibility (COE) or a statement of benefits from the VA. Once the student provides the institution with the COE or statement of benefits from the VA, the student will be allowed to attend and participate in all academic activity without fulfilling their financial obligation to the institution. Students waiting for VA benefits will not receive penalties from the institution such as late fees, denial of access to classes or denial of any campus facilities or services due to an outstanding bill. The institution will not require VA students waiting for benefits to borrow any additional funds to fulfill their financial obligation. This policy is in effect until the date the VA pays the student or until 90 days after the institution certifies tuition and fees for the student whichever is earlier.

Petition for Exceptions to Academic Regulations

Academic regulations exist in order to ensure integrity and fairness in the academic programs of the University. Therefore, exceptions to academic regulations will be granted only when there are extenuating circumstances beyond the student's control that justify special consideration. If a student believes that such circumstances exist, he or she may petition for an exception to an academic regulation. The petition process for students in undergraduate and master's programs is outlined below:

1. The student completes the Academic Petition form found in the Student tab in MyUJ, stating clearly the reasons for the request and providing any supporting evidence.
2. The student submits the completed form, either in electronic or physical format, to the Dean.
3. The Dean considers the petition, and if he/she deems it necessary, consults with the appropriate faculty council.
4. The Dean approves or denies the petition and returns the petition with an explanation to the registrar who informs the student of the decision.

Students in the DPT program should refer to the petition process outlined in the DPT section of the catalog.

Registration

Registration Policy

Each student must enroll in all courses for which credit or audit recognition is desired and must assume the responsibility for being properly registered.

No registration is permitted after the first ten business days of a 16-week term, or after the first five days of an 8-week term, without the permission of the Dean.

Academic Advising

All students at the University are assigned an academic advisor by the Registrar's Office and/or their program director. Students should meet with their advisor for assistance in selecting classes for the next academic terms, professional advice, and help navigating the university.

Academic Course Load and Full-Time Student Status

Undergraduate students registered for twelve or more semester credits during a given semester are classified as full-time students. Students expecting to complete their degree program in four years must successfully complete an average of thirty-one semester credits per year. Students granted permission by the Dean to carry an overload in excess of twenty semester credits will be assessed a fee.

Graduate students registered for six or more semester credits during a given semester are classified as full-time students.

Adding and/or Dropping Classes

Students may drop and/or add classes within the first ten business days of a 16-week term, or within the first five business days of an 8-week term, without receiving a grade, charge, or a "W" on their transcript. The class schedule that is in place after the term add/drop deadline will be the class schedule charged out by the Business Office. No tuition refunds, other than government-mandated ones, will be paid after that date. Classes added beyond these deadlines require approval of the Undergraduate Dean. Students should use the university Add/Drop Form to initiate the process, which can be found here:

<https://www2.uj.edu/current-student/academics/classes-catalogs-calendars/registrars-office/add-drop-form>

Students may withdraw from a course without receiving a grade until 60% of the length of the course has been completed; however, a "W" will appear on the transcript. After this period a student may not withdraw from a course unless there exist reasons clearly beyond the control of the student, and the student has petitioned the Undergraduate Dean for approval to withdraw.

Students who do not withdraw by the deadline will receive a grade for the course in accordance with their performance in the course. Students who stop attending a class without officially dropping will receive a failing (F) grade.

Auditing

Students must register for all classes they wish to audit. No credit is given for a class that is audited. Students must observe normal attendance requirements; however, they are not required to take tests or submit term papers. Students have until 60% of the length of the course has been completed to declare the course for audit.

Classification of Undergraduate Students

Official classification of students is determined by the registrar as follows:

- Freshman: fewer than 30 semester credits
- Sophomore: a minimum of 30 semester credits and a maximum of 59 semester credits
- Junior: a minimum of 60 semester credits and a maximum of 89 semester credits
- Senior: a minimum of 90 semester credits

Transcripts

Requests for official transcripts can be made online at www.studentclearinghouse.org, in person in the Registrar's office, or by letter. The transcript request form can be found in MyUJ or on the university website. Students may access their unofficial transcript at any time through MyUJ. Official transcripts can be sent by email to a designated party, or the student may request a paper copy to be mailed by US Post Office. Federal law does not permit the University to honor requests for transcripts made by telephone, by email, or by relatives or friends of the student. A request for a transcript of credits by a student who is in debt to the University will not be honored.

until the debt has been paid. The university assesses a \$15 charge per transcript. Each transcript includes the student's entire academic record to date. Partial transcripts are not issued. The University of Jamestown does not fax or e-mail official transcripts. The University of Jamestown is not responsible for documents not received by the intended party once we have completed the order.

Retention of Records

Student Record Retention Policy

Faculty may dispose of papers, projects, quizzes, exams, or other materials that remain unclaimed or unexamined by the student on the last day of classes of the next semester.

All students at the University of Jamestown have the right to review their university records at any time. In order to do so, students should contact the registrar's office (registrar@uj.edu).

Registrar's Office Document Retention

Designated Retention

Document	Time Period
Academic Record (Transcript)	Permanent
Advanced Approval Transfer-in Form	5 years after grad or withdrawal
Application File	5 years after grad or withdrawal
College Transcripts from other Schools	5 years after grad or withdrawal
Credit By Examination (AP, CLEP, Etc.)	5 years after grad or withdrawal
Directed-Study/Independent Study Forms	1 year after submission
Drop Slip	1 year after submission
Dual Credit Form	5 years after grad or withdrawal
Eligibility Form	5 years
Grade Change Form	Permanent
Grade Sheets	Permanent
Graduation Intent Form	5 years after graduation
Official Withdrawal Forms	2 years after withdrawal
Pass/Fail Form	Permanent
React Form	1 year after submission
Registration Form	1 year after submission
Standardized Test Results	5 years after grad or withdrawal
Status Change Form	1 year after submission
Student Petition Form	5 years after grad or withdrawal
Surveys	Permanent
Transcript Request Forms	1 year after submission
VA Form	5 years after grad or withdrawal

(Aligned with NDUS Records Retention Schedule)

Services and Resources

Accommodations for Academic Programs

University of Jamestown is committed to participating in an interactive process to identify and coordinate reasonable and appropriate accommodations for students with disabilities to have an equal opportunity to participate in an academic program. Accommodations will vary dependent on students' specific needs and according to individual course requirements. Guidelines for Student Requests for Reasonable Accommodation on the Basis of a Disability:

1. Students requiring accommodations due to a disability are responsible for initiating their request by contacting the Registrar. Students are responsible for engaging in the interactive process as outlined by the University to determine limitations caused by the disability and accommodations which are reasonable and appropriate. Student preferences are considered but are not determining.
2. A newly accepted or currently enrolled student whose disability requires reasonable accommodation may make a request for accommodation at any time. Because the arrangements for some accommodations take a significant amount of time, the student should make a request as early as possible. Accommodations cannot be applied retroactively.
3. To be considered as a student with a disability under the law, the individual may be required to provide relevant written documentation that identifies the student as having a disability that substantially limits one or more major life activities. Students may also be asked to provide documentation explaining how disability-caused limitations require accommodations to access University programs, services or facilities.

Campus Ministry

Throughout its history, The University of Jamestown has provided for the spiritual as well as the academic growth of its students. The Director of Campus Ministry works with others in providing for spiritual needs on campus. The Director and student-led ministry teams, along with the Christian, Faith, and Life Committee plan activities that

work toward the goal of helping students grow in their relationship with Jesus Christ.

The Campus Ministry division strives to meet these five primary needs of the campus community: worship, fellowship, nurture, service, and missions. Regular activities include a weekly chapel service, student ministry teams, student bible studies, retreats, service projects, and mission trips.

Career Services and Experiential Education

The Office of Career Services and Experiential Education serves all UJ students and alumni in a variety of ways. The primary responsibilities of Career Services are to provide career planning and job search preparation services to students and alumni. Experiential Education assists students in exploring and locating field experiences such as internships and cooperative education, job shadows, volunteer work, consulting projects, curricular and optional practical training for international students, and study abroad opportunities. Students and alumni may visit the center on a walk-in basis or by appointment.

The following services and information are available:

- Career Services
- Career advising, development, and testing
- Computer aided career assessment, Focus-2
- Career Alumni Network (CAN)
- Career Insider
- Career library
- Career speakers and workshops
- Informational interviews
- Occupational files
- Market trends
- Graduate and professional school information
- Military career information
- Job vacancy lists (career, part-time, summer, internships)
- Employer contacts and files
- Job search assistance (resumé, cover letter, portfolio,

interview skills)

- Mock interviews
- Salary information
- Job fairs
- College Level Examination Program (CLEP) administered by appointment – call (701) 252-3467, ext. 5502, or visit the Career Services office

Experiential Education

- Internship and consulting project contacts and information
- Job shadows
- Internship fairs
- Volunteer fair
- Irish American Scholar Programs
- ISEP (International Student Exchange Program)
- Curricular and optional practical training application materials for international students
- Study abroad presentations
- Career planning, job search, and experiential education workshops

More information about Career Services and Experiential Education can be found online at www.uj.edu/career-center.

International Study

For many years, University of Jamestown students have pursued academic programs at approved foreign universities during summer terms, Fall or Spring semesters, or entire academic years. The courses are selected by the student with the University's approval, and resulting credits are accepted toward a degree and major requirements.

The University of Jamestown is a member of the International Student Exchange Program (ISEP), one of the largest student exchange organizations in the world. Students attending an ISEP member institution have access to more than 150 study sites in Africa, Asia, Canada, Europe, Latin America, Middle East, Oceania, South Pacific, and the United Kingdom for a full academic year, a semester, or a summer program.

The ISEP program provides the opportunity to become immersed in a foreign culture, earn credit towards a degree at the University of Jamestown, make friends in a host country, and meet students from all over the world. Students involved in the ISEP exchange program pay the same tuition, room and board costs that they would pay at the University of Jamestown. Federal and most other forms of financial aid can be applied toward participation in ISEP.

Contact the Career Center in Raugust Library and visit ISEP's website for more information on the program.

The Irish American Scholars Program, open to all majors, provides semester and full academic year options for study in Northern Ireland.

Complaint Policy and Procedure

Students and others who wish to file a complaint about the university may do so with one of the following procedures:

Formal Student Complaint Process

UJ is dedicated to providing students with resources that will better equip them to have the best possible college experience in positive and empowering ways. This policy and procedure is available to students who have a complaint regarding a process or person of the university community not covered by existing policies (academic grade policy, discrimination/harassment, grade appeal and resident life conflict). The objective of the complaint policy is to resolve issues as quickly and efficiently as possible at the level closest to the student.

Complaint: A statement that a situation is unsatisfactory or unacceptable.

Procedure:

1. The student will submit the complaint utilizing the online form on the UJ website. The submission will be received by the Vice President for Student Affairs/Dean of Students.
2. Complaints will be forwarded to the appropriate academic or nonacademic area for follow up as noted below.
 - a. Academic complaints to the Office of the Provost or their designee.
 - b. Athletics complaints to the Director of Athletics or their designee.
 - c. Student Affairs complaints to the Vice President

for Student Affairs/Dean of Students or their designee.

- d. Business Office complaints to the Chief Financial Officer or their designee.
- e. Financial Aid complaints to the Chief Financial Officer or their designee.
- f. Records and Registration complaints to the Office of the Provost or their designee.
- g. Unlawful Discrimination and Harassment complaints to the Vice President for Student Affairs/Dean of Students or their designee.
- h. A complaint against a member of the President's Cabinet will be directed to the President.
- i. A complaint against the President is submitted to the Chair of the Board of Trustees.
- j. Complaints not fitting into categories a - i will be directed to the appropriate member of the President's Cabinet.

Level 1 Complaint Process

Absent extraordinary circumstances, the person to whom the complaint has been submitted conducts, within fifteen (15) business days of receiving the complaint, a formal conference with the student, permitting her or him to provide any necessary relevant information. The interviewer confers with the other person or persons involved and conducts an additional investigation as he or she deems necessary. Absent extraordinary circumstances, a written recommendation is sent within fifteen (15) business days of the first formal conference. The recommendation is sent to the student and the other involved person or persons. The written recommendation states the background information, the rationale for the recommendation, and the recommended remedy, if any. Copies of the original complaint and the written recommendation are kept in the Vice President for Student Affairs/Dean of Students for a minimum of five years.

Level 2 Complaint Process

The student or one of the other involved parties may, within fifteen (15) business days of receipt of the level 1 recommendation, appeal to the Vice President for Student Affairs/Dean of Students in writing via email. The Vice President for Student Affairs/Dean of Students and/or the Director of Human Resources and/or the Executive Vice President, will hear the appeal. Absent extraordinary circumstances, a meeting will be held within fifteen (15)

business days of receipt of the appeal or complaint. Absent extraordinary circumstances, a written recommendation is sent to the student and others within fifteen (15) business days of such meeting. In cases of appeals to level 2, copies of the original complaint and the level 1 and 2 written recommendations are kept in the Vice President for Student Affairs/Dean of Students for a minimum of five years.

Level 3 Complaint Process

The student or one of the other involved parties may, within fifteen (15) business days of receipt of the level 2 recommendation, appeal to the Vice President for Student Affairs/Dean of Students in writing via email. Except in the case of a complaint against the President, where the Board of Trustees has final authority, appeals of the level 2 recommendation will be heard by the President. Absent extraordinary circumstances, a meeting will be held within fifteen (15) business days of receipt of the level 2 recommendation. The President makes the final decision. Absent extraordinary circumstances, the President's written decision is sent to the student and other parties within fifteen (15) business days of receiving the level 3 appeal. In cases of appeals to level 3, copies of the original complaint, the previous written recommendations, and the final decision are kept in the Vice President for Student Affairs/Dean of Students for a minimum of five years.

Appeals

The student or one of the other involved parties may, within fifteen (15) business days of receipt of the level 1 or level 2 recommendation, appeal to the Vice President for Student Affairs/Dean of Students in writing via email. Failure to appeal within the allotted time will render the original decision final and conclusive. Grounds for an appeal shall be based upon either of the following:

- Specified procedural errors or errors in interpretation of University regulations were so substantial as to effectively deny the student a fair hearing.
- New and significant evidence became available which could not have been discovered by a properly diligent student before or during the original hearing.

All requests for appeals shall be reviewed by the Vice President for Student Affairs/Dean of Students, who shall notify, in writing via official university email, all parties involved of the results of that review. If the request for an appeal is denied, the original decision becomes final. If an appeal is granted, all parties involved shall be informed, in writing via official university email, that a review of the original decision is being conducted through the level 2 or

level 3 processes.

Documentation

Student Complaints will be recorded with outcomes in the Vice President for Student Affairs/Dean of Students office. Quarterly reports will be submitted to the President's Cabinet with the following information:

- Total number of complaints
- Nature of complaints received by generic category
- Summary record of each complaint received and action taken
- Total number of appeals and percentage of decisions which were either upheld or overturned
- An annual analysis of any trends in complaints noticed and steps already taken or recommended courses of action to address these trends.

Complaints outside the Realm of Due Process

Any complaint that would fall out of the realm of due process regarding the Program and/or University may be addressed to the Program Director. If an individual has concerns about sending the complaint to Program personnel, he or she may send it to the Provost, University of Jamestown. The Program and University take all complaints seriously and will review any complaint in an expedient manner and take any appropriate action that is warranted.

Once a complaint is made, the Program Director or the Provost will be directly involved in contacting the complainant and gathering any available information (within fifteen (15) business days). The Provost will be notified of all complaints. If the matter is resolved, the Program Director or the Provost will write a letter to the complainant acknowledging resolution of the matter. A copy of the letter will be kept on file in the Program Director's office and the Provost's office for five (5) years.

If the matter is not resolved to the satisfaction of the complainant or the complaint is about the Program Director, the complainant may submit a written complaint directly to the Provost, University of Jamestown. The Provost will meet with each party separately and may schedule a combined meeting with the two parties in order to resolve the complaint. A letter outlining the resolution by the Provost will be filed with the complaint in the Provost's office. A copy of the resolution may be sent to the complainant at the discretion of the Provost. A copy of the letter will be kept on file in the Provost's office for five

(5) years.

Filing a Complaint with CAPTE

Any complaint regarding the University of Jamestown Physical Therapy Program may also be filed with the Commission on Accreditation in Physical Therapy Education (CAPTE):

Department of Accreditation

APTA

3030 Potomac Ave., Suite 100

Alexandria, VA 22305-3085

Telephone: 703-684-2782/800-999-2782

Fax: 703-684-7343

Email: accreditation@apta.org

Website: <http://www.capteonline.org>

Filing a Complaint with NC-SARA

A student complaint not resolved through the University's procedures as described in this handbook may be filed with the National Council for State Authorization and Reciprocity Agreements. These complaints can be mailed or emailed to the following individuals:

Claire Gunwall

Director of Academic Affairs

North Dakota University System

600 E Boulevard Ave, Dept 215

Bismarck, ND 58505-0230

Phone: 701-328-4140

Email: claire.gunwall@ndus.edu

Information about the NC-SARA complaint process can be found online at <https://ndus.edu/state-authorization-sara>

Filing a Complaint with the Arizona State Board for Private Post-Secondary Education (AZPPSE)

If the student complaint cannot be resolved after exhausting the Institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Post-Secondary Education. The student must Contact the State Board for further details. The State Board

address is:

1740 W. Adams Street, #3008

Phoenix, AZ 85007

Phone: 602-542-5709

Website: <https://ppse.az.gov/>

Counseling Services

The UJ Counseling Center is constructed to provide short-term solution-focused counseling and the services are free and confidential for our students. The Counseling Center is located on the third floor of Taber Hall in the 300 suite. To schedule an appointment: counseling@uj.edu (anytime) Counseling 701-659-0834 (during business hours). The UJ Counseling Center is here to provide support and listen. We can also help you connect with local counseling providers. Our licensed counselors are not, by law, licensed to prescribe, manage or recommend medications.

Services for Students in Fargo, ND

There are several options available to students in Fargo, also intended to provide short-term solutions:

Southeast Human Service Center is a regional human service center that provides a wide range of behavioral health services. The center is open from 8:00 a.m. to 5:00 p.m., Monday through Friday.

- Address: 2624 9th Avenue South, Fargo, ND 58103
- Phone: 701-298-4500 or toll free 888-342-4900
- Website: <https://www.hhs.nd.gov/HSC/region-5>
- No one will be denied access to services due to inability to pay; there is a discounted/sliding fee schedule available.
- OPEN ACCESS Walk-in Behavior Health Assessments – no appointment needed. Available Monday through Friday 8:00 a.m. to 5:00 p.m.

Counseling Community Outreach Center at MSUM provides services with counselors by appointment only. Email or by phone.

- Address: Lommen Hall 113 -1213 6th Ave. S, Moorhead, MN 56563
- Phone: 218-477-2513
- Website:

<https://www.mnstate.edu/academics/graduate/counseling/counseling-services/>

- Email: counseling@mnstate.edu

NDSU Community Counseling Services provides services with counselors by appointment only. Call the clinic to make an appointment.

- Address: 1230 Albrecht Blvd (Morrill Hall Building), Fargo, ND 58102
- Phone: 701-231-9750
- Website: https://www.ndsu.edu/ceduc/community_counseling_services/

River Haven Counseling of Fargo provides services with counselors by appointment, and is conveniently located next to the Physical Therapy Building. Call to make an appointment.

- Address: 4143 26th Ave S, Fargo, ND 58104
- Phone: 701-566-0204
- Website: <https://www.riverhavenfargo.com/>

In addition, there are multiple helplines and chat lines available:

- FirstLink (North Dakota 24-hour Crisis Services): Call 211 or text your zip code or ND4me to 898-211
- Suicide & Crisis Helpline: Call 988
- 24-hour Crisis Line: 701-298-4500 or 888-342-4900
- Suicide Prevention: 1-800-273-TALK (8255)
- Crisis Text Line: text HOME to 741741 to text with a trained counselor for free
- National Sexual Assault Hotline: 1-800-656-4673 or chat via <https://hotline.rainn.org/>

Facilities

Classroom, Residential, and Student Activities Buildings

The University of Jamestown campus offers a unique architectural blend of both old and new. Classrooms, laboratories, and other student services are provided in the Foss Wellness Center, Hansen Center, Larson Center, Liechty Center-Taber Hall, Lyngstad Center, the

McKenna-Thielsch Center, Or Lady Hall, Raugust Library, Reiland Fine Arts Center, Sorkness Center, the Unruh and Sheldon Center for Business and Computer Science, Voorhees Chapel, Badal-Nafus Student Center/Westminster Hall, and the Harold Newman Arena.

One of the earliest buildings on campus, Voorhees Chapel, is listed on the National Register of Historic Buildings. It is the site of weekly chapel services and various student recitals, in addition to housing the religion and philosophy department. The Charlotte and Gordon Hansen Stadium (renovation completed in 2021) and the Legacy Center (purchased in 2022) are the most recent campus additions.

Westminster Hall provides dining facilities, and the Badal-Nafus Student Center. It is connected by an indoor link to the Lyngstad Center which houses the Jimmie Connection which sells books and Jimmie apparel, the post office, a campus coffee shop, student activity space and support offices, classrooms, faculty offices, and a computer lab.

Residential housing for students is provided in Kroeze Hall, Nierling Hall, Prentice Hall, Seibold Hall, Watson Hall, Wilson Hall, Liechty Apartments, University Apartments, Legacy Center, and UJ Place. All residence halls are air conditioned.

Athletic Facilities

Athletic facilities include the newly renovated Charlotte and Gordon Hansen Stadium, which includes the Rollie Greeno Field, a nine-lane, 400-meter track, a new press box, and visitor suites; the UJ Soccer Field; and the Larson Lifetime Sports Center, which houses a 6,000 square foot wrestling room a recently renovated weight room, a new indoor running track, coaches' offices, volleyball and basketball courts, and multiple locker rooms. A lighted 82,000 square foot turfed practice field is located next to the Larson Sports Center. The Foss Wellness Center provides a contemporary setting for all students who want to work out on modern aerobic and weight equipment. The Harold Newman Arena is a 61,000 square foot facility which plays host to the University's volleyball, basketball, and wrestling contests. It also includes a large new training room as well as upscale locker rooms for many teams and a number of coaches' offices. A booster room overlooking the main court and a large lobby are available to host social events. A distinguishing feature of the facility is the "victory bell tower," which houses an electronic hall of fame display as well as a bell which is rung with each Jimmie victory.

The indoor winter sports complex owned by the City of Jamestown is also open to University of Jamestown

students. This facility houses a locker room and rink for the University's hockey teams. Jack Brown Baseball Stadium and Trapper Field, located in McElroy Park, provide impressive diamonds for our baseball and softball teams. Two Rivers Activity Center (TRAC), tennis courts, and the Municipal Golf Course are all located within walking distance of campus.

Health Services

UJ partners with the Central Valley Health District to host on campus, walk-in, support for students. Additionally, Sanford Health has two clinics within walking distance of campus. The Jamestown Regional Medical Center, Medallus Urgent Care, Essentia Health, and the Central Valley Health District are within a short driving distance. The University does not provide health insurance for students or health services on campus.

Raugust Library

Raugust Library, built in 1971, is located at the heart of the Jamestown campus. For many students, the library is their favorite learning and meeting place. In the library, you will find a comfortable learning environment with wireless internet access and an entire second floor dedicated to quiet study.

We offer the UJ community – students, faculty, and staff – a wide range of services and resources:

- One-on-one research and citation help
- Online how-to guides, videos and tutorials
- Individual and group study spaces with whiteboards and TV displays
- More than 150,000 books, DVDs, and other materials
- Online resources providing 24/7 on and off-campus access to millions of articles, ebooks, and streaming videos and music
- A 1-credit research skills course (ID201)
- Course-integrated information literacy instruction
- Course Reserve materials for individual classes
- Interlibrary Loan
- Mail delivery of library resources (distance students)
- Printing and photocopying

- University Archive and special collections

The library is a member of ODIN (Online Dakota Information Network), allowing access to an additional eighteen million items from other libraries in the state of North Dakota. Moreover, the library has access to other interlibrary loan networks that allow library staff to fulfill requests using the collections of libraries all over the world.

Our special collections include the University Archive, which houses university and local historical records, the Curriculum library, which contains children's books and educational materials, and an extensive collection of the works of Louis L'Amour in a dozen languages.

The library building is also home to other student support services including the UJ Writing Center, the Student Success Center and Career Services.

Student Success Center

The Student Success Center, located in Raugust Library, offers assistance to students who have not yet declared a major or who need further help in the development of suitable educational plans, the selection of appropriate classes, or the evaluation of academic progress. The Student Success Center strives to promote student development by helping students to identify and assess alternatives and consequences of their educational plans and decisions.

This center also provides students with the unique opportunity to receive peer tutoring free of charge. Peer tutors are available to assist students in most subject areas. Students experiencing academic difficulty may consult with the director of the center to develop a plan to help them achieve their academic goals. Consultation on advising concerns and assistance in reading skills, study skills, and time management are also available.

The SSC also offers study groups for a variety of subject areas. Students can find a complete listing of study groups on the SSC website. Students are encouraged to attend a study group first, if the subject area is offered. However, if the student finds they need more one-on-one attention, they can request a peer tutor. Students can request a peer tutor by emailing tutors@uj.edu.

Transfer and Prior Learning Credit

Consortium Agreement

The United States Department of Education requires that a

written consortium agreement exists between two federally eligible institutions whereby a student desires to take courses at the student's non-degree granting institution. When a consortium agreement is necessary, the financial aid administrators of the two institutions will sign an appropriate agreement. All transcripts for courses taken on a consortium agreement will be transferred to the University of Jamestown at face value.

Credit by Examination

Programs for credit by examination include the following:

Advanced Placement Tests or College Entrance Examination Board (CEEB)

These tests are accepted to satisfy the University of Jamestown's equivalent course requirements. A grade of three (3) or higher is required for gaining credit on the basis of these examinations. Course equivalency is determined by the registrar in collaboration with the appropriate academic department chair. Students who have completed the English Literature and Composition AP test with a grade of three (3) or higher will be placed in English 102 on the basis of the test.

Challenge Program

The Challenge Program is designed to free the well-prepared student from taking courses in which he or she has already gained competence. The Undergraduate Dean and department chair shall determine the availability of challenge examinations for courses.

A student wishing to challenge a course shall make arrangements through, and seek advice of, the relevant department. Credit is granted for courses successfully challenged at C- level or better. A grade of P is assigned that does not affect the student's grade point average. A non-refundable fee will be assessed for each challenge (see Costs: Miscellaneous Fees). A student may not challenge a course that he or she has already taken for credit, nor may the same course be challenged more than once. Challenge application forms are available in the Registrar's Office.

CLEP (College Level Examination Program)

Students may earn credit by CLEP examination at the University of Jamestown. General examinations and subject examinations are administered on campus by appointment. Inquiries should be directed to the Career Center in Raugust Library.

Students may not repeat by CLEP exam a course

previously taken unless this is specifically approved by the department chair in that discipline. For more CLEP information go to www.collegeboard.com/CLEP.

Credit for Prior Learning

Contact the appropriate program director for a copy of the University's Lifelong Learning Guide.

Credit for Veterans

Veterans who have earned college credit in one of the programs of the United States Armed Forces Institute should request a transcript to be sent to the registrar. Such credit may be accepted by the University of Jamestown in accordance with the University's general policy governing correspondence study.

One semester credit of physical education activity is granted for each six-month period of military service up to a maximum of four semester credits with the stipulation that such credit may not be used to satisfy requirements for a major or a minor in physical education.

Transfer Courses - Undergraduate Level

Students transferring from other colleges or universities must follow the same procedure as detailed under the "Undergraduate Admission" section in this catalog.

All courses accepted at the University of Jamestown for transfer credit toward the bachelor's degree will be entered on the University of Jamestown record and included in the computation of required averages for applicable scholarships or graduation honors.

The University of Jamestown will accept any course for credit that corresponds to undergraduate programs of study offered at the University from institutions which meet the criteria listed below. Whether a course corresponds to a program of study at University of Jamestown will be determined by the registrar in conversation with the relevant department chair or program director.

1. The institution must be accredited by a Council for Higher Education Accreditation approved regional accrediting association of schools and colleges.
2. The institution must offer an Associate of Arts, Associate of Science, Bachelor of Arts or Bachelor of Science degree. University of Jamestown will consider for credit only courses which satisfy the

requirements for these degrees. Other courses will be evaluated according to our policies for courses from non-accredited institutions.

Only courses in which the student has earned a C- or better are eligible for transfer credit. Courses graded only on a pass/fail basis will be transferred only if the student can provide documented evidence that he/she performed at a C- or better level in the course. Internships, credit for experiential learning, and advanced standing credit courses with a grade of Pass will be accepted for credit provided the courses meet all other transfer policies.

The University of Jamestown standards will be applied in determining the transferred courses and grades that will satisfy requirements. Lower level undergraduate credits transferred from another college or university are generally classified as freshman and sophomore credits. A maximum of sixty-four semester credits of lower level credits will be accepted toward the baccalaureate degree. Exceptions may be granted by petition to the Provost.

The University of Jamestown accepts credit from international institutions. The official academic transcript is required to be translated into English and reviewed by a third-party transcript-evaluating firm. The fee for the service will be paid by the students.

The University of Jamestown will accept credit from a non-accredited institution on a course-by-course basis. Each course a student wants to transfer to the University from a non-accredited institution will be evaluated by the department chair or program director of the corresponding department. The student will be required to provide a course description along with a course syllabus and other course materials as requested. If the department chair or program director determines the course meets the University of Jamestown standards, and the student received a C- or better in the course, the university will accept the course for transfer credit.

A student who has been suspended from the University in which he or she was most recently registered must be out of school for at least one semester before being admitted on academic probation. In admitting transfer students, the University of Jamestown will apply any academic sanction applied to the student at the time of his or her transfer unless those standards are in conflict with the University's requirements.

All undergraduate students enrolled at the University of Jamestown who wish to complete courses at other academic institutions and to transfer those courses for credit to the University of Jamestown must have those

courses pre-approved through the Registrar's Office. For general education and elective courses, the Registrar's office will determine whether a transfer course corresponds in content and quality to a University of Jamestown course. For courses in a student's major, that determination is made by the relevant department chair, program chair, and/or the Dean. A minimal expectation is that the course in question comes from an institution that is accredited by a CHEA approved regional accrediting association of schools and colleges that offers either associate's or bachelor's degrees.

Transfer Courses - Graduate Level

A graduate transfer course accepted for credit must correspond to courses described in this publication and must come from institutions which meet the criteria listed below. Whether a course corresponds to one of the courses described in this publication will be determined by the Registrar in conversation with the Program Director.

1. The institution must be accredited by a CHEA approved regional accrediting association of schools and colleges.
2. The institution must offer a Bachelor of Arts, Bachelor of Science, or Master's Degree and must be approved to offer graduate level courses by its regional accrediting association. University of Jamestown will consider for credit only courses which satisfy the requirements for these degrees.

Only courses in which students have earned a B or better are eligible for graduate transfer credit. Courses graded only on a pass/fail basis will be transferred only if students can provide documented evidence that they performed at a B or better level in the course. University of Jamestown standards will be applied in determining the transferred courses and grades that will satisfy requirements. The number of transfer credits accepted by the University of Jamestown varies by graduate program. Any exception to this policy must be requested through the "Appeals Process" listed above.

Withdrawal from the University

Official Withdrawal from University

A student who must withdraw from college should obtain an "Official Withdrawal" form from the Student Success Coordinator. This form must be completed for official withdrawal from the University. An unofficial withdrawal results in failure in all courses.

Medical Withdrawal

A student who has a medical condition that prevents her/him from completing all of the coursework in a given term may request a medical withdrawal from the Registrar's Office at any time during the term. In order for the request to be granted, documentation from a medical professional may be required and the medical condition must prevent the student from successfully completing all of her/his courses for the term. In the event that the request is approved, the student will receive a "W" for all of her/his courses for the term. If the request is made after the completion of 60% of the term, the student will receive no refund for tuition, fees, room, and board. Students who receive a medical withdrawal for a given term are not impacted in their ability to register for future terms unless already impacted by other policies, such as academic sanction.

Administrative Withdrawal

Residential Students

Students are expected to be properly registered for courses and to abide by all drop/add and late registration procedures and deadlines stated in the UJ catalog and/or communicated by the Registrar. Students are also expected to attend all courses in which they are enrolled.

In certain circumstances, a student may be administratively withdrawn from their courses. Although the college reserves the right in each instance to determine when administrative withdrawal appears appropriate, normally this process will be initiated when a student is not attending the courses for which he or she is registered or when attendance and work for over half of those courses are erratic. Administrative withdrawal will only take place after one or both of the following conditions have occurred:

The student does not respond appropriately to reasonable requests from faculty instructors, his/her advisor, the Registrar, the Dean, and other University personnel for explanation of nonattendance.

The student is on academic probation and is not following through with expectations for academic recovery.

If the student has authorized disclosure of educational records to his/her parent(s)/guardian(s) under FERPA, the student's parent(s)/guardian(s) may be notified.

Online Students

Online students at the University of Jamestown are expected to participate in their courses multiple times each week. If a student does not have any academically-related activity in any of their classes for 12 consecutive days (including weekend days), they will be administratively withdrawn from the university. They will also be removed from courses scheduled in subsequent terms. A student who does not have any academically-related activity in one of their courses but is participating in other courses will be removed from the course in which they are not participating.

A student who is administratively withdrawn from the University of Jamestown is still financially responsible for the cost of the entire term for which they were enrolled.

A student who is administratively withdrawn may re-enroll at the University of Jamestown in future terms following the filing of an appeal and contingent upon approval from the appeals committee.

Leave of Absence

ACADEMIC LEAVE OF ABSENCE POLICY FOR UJ ONLINE STUDENTS

Leave of Absence (LOA) refers to a specific period during a degree program when a student will not be attending/participating in their online courses. An LOA must meet certain requirements to be counted as a temporary interruption in a student's enrollment rather than being counted as a full withdrawal from the university. There must also be a reasonable expectation that the student will return to courses once the LOA has expired for the LOA to be approved.

Eligibility Requirements:

- Must be enrolled and participating in class the term preceding the beginning of the LOA.
- Must be a degree seeking fully online student.
- LOA application must be filed prior to completion of a student's current 8-week enrollment term.
- An LOA cannot be taken in the middle of an 8-week term.
- Cannot be out of attendance for more than 180 days in a 12-month rolling period.
- A student who does not return from an LOA will be withdrawn from UJ effective the last day of documented attendance/participation in their prior

class.

- A student can return early from an LOA by contacting the UJ Retention & Student Success Coordinator as long as a new term will start after the date the request to return has been approved.

LOA Request Process:

- Student must initiate LOA process with UJ's Retention & Student Success Coordinator prior to the end of their current term.
- Student will complete an LOA form on which they will state the reason for the LOA along with the date they want their LOA to start (day after current 8-week term) and the date they plan to return to class (first day of desired term).
- LOA must be approved by UJ's LOA committee.
- If approved, the LOA will officially end on the day prior to the scheduled return date.
- The Retention & Student Success Coordinator will explain the impact of how taking the LOA will impact the student's Federal Title IV funds as well as the terms of the student's loan repayment obligation upon withdrawal or graduation.
- UJ will not assess any charges to the student while on an LOA.
- Title IV funds will not be disbursed to a student while on an LOA unless Title IV funds were already in process prior to the start of the LOA.
- If the LOA is not approved and the student does not continue to the next term OR the student does not return as scheduled from an approved LOA, this time of nonattendance will be counted against any grace period for Title IV student loan repayment.

Academic Units

Foss School of Kinesiology, Sport Science, and Physical Therapy

Clinical Research Mission Statement

Our mission is to provide students with rigorous academic preparation which produces independent investigators who can conceptualize research inquiry that positively impacts the University, community and global society. Students will gain the expertise needed to perform ethical data collection and analysis across a variety of disciplines and modalities.

Physical Therapy Mission Statement

Our mission is to integrate education, research, and clinical practice to provide sound professional preparation in order to graduate physical therapists who are competent, compassionate, and ethical and who will serve their patients/clients and communities through the practice of quality, evidence-based physical therapy.

Kinesiology Mission Statement

Kinesiology is a broad-based discipline offering educational opportunities in diverse areas, including exercise science, health & fitness, health and physical education teacher education, and coaching. The Kinesiology programs at the University of Jamestown provide exceptional instruction and learning experiences that play a vital role in the holistic development of students. Through the academic disciplines, students will gain the knowledge, skills, and abilities required to apply the concepts of physical activity and healthy living in a variety of professional settings. Students will be prepared to pursue a career in the fields of fitness, teaching, or coaching, or continue in graduate studies in exercise physiology, physical therapy, athletic training, or related fields.

Undergraduate Degree Programs

- Exercise Science, BS
- Health and Fitness Administration, BA
- Health and Physical Education Teacher Education (teaching), BA
- Physical Education (non-teaching), BA

Minors

- Coaching Minor
- Physical Education Minor
- Physical Education Teacher Education Minor

Graduate Degree Programs

- Doctor of Physical Therapy (p. 90)
- PhD in Clinical Research (p. 87)

Graduate Certificates

- Graduate Certificate in Clinical Research (p. 103)
- Graduate Certificate in Health Professions Education (p. 104)
- Graduate Certificate in Health Services Research (p. 105)

Courses

- Clinical Research Courses (CRES) (p. 116)
- Kinesiology Courses (KNS)
- Physical Therapy Courses (PT) (p. 132)

Faculty

Foss School of Kinesiology, Sport Science, and Physical Therapy Faculty

School of Nursing

Mission Statement

The mission of the School of Nursing (SON), utilizing an integrated curriculum, is to teach and promote holistic health for individuals, families, and communities. Our purpose is to prepare practice-ready, entry-level nurse generalists and increase the overall number of nurses in the workforce. The Associate, Bachelor, RN-BSN, and Direct Entry Master of Science in Nursing programs meet the learner where they are, thus laying the foundation to practice as a professional nurse and/or to pursue further education. The School of Nursing's mission is also to serve our campus and our community by assisting in health-related activities.

Degrees

The SON offers four distinct degree tracks.

- Associate of Science in Nursing (ASN)
- Bachelor of Science in Nursing (BSN)
- Direct Entry Master of Science in Nursing (DEMSN) (p. 83)
- RN to BSN (online)

The ASN, BSN, and DEMSN are prelicensure programs that prepare the graduate to sit for the NCLEX-RN exam.

National Accreditation

The University of Jamestown Associate of Science in Nursing degree program holds pre-accreditation status from the National League for Nursing Commission for Nursing Education Accreditation (NLN-CNEA), located at 2600 Virginia Avenue, NW, Washington, DC, 20037. Holding pre-accreditation status does not guarantee that initial accreditation by NLN CNEA will be received. (NLN -CNEA) <https://cnea.nln.org>

The Bachelor of Science in Nursing at University of Jamestown is accredited by the Commission of Collegiate Nursing Education (CCNE) (<https://www.cneaccreditation.org>).

All nursing programs are state board approved: <https://www.ndbon.org/>

North Dakota Board of Nursing

919 S. 7th Street, Suite 504
Bismarck, ND 58504

Courses

- ASN Nursing Courses (NRSG)
- BSN Nursing Courses (NRSG)
- DEMSN Nursing Courses (NRSG) (p. 129)
- Health Professions Courses (HLTH)

Faculty

School of Nursing Faculty

Unruh School of Character in Leadership

The Unruh School of Character in Leadership was established to meet growing need for ethical leaders of character and integrity. Through interdisciplinary study at the undergraduate and graduate levels the Unruh School of Character in Leadership guides individuals in learning leadership skills at the apprentice, practitioner, and developer levels. The core ethos of the School's philosophy stems from a position of service for the greater good of all.

Mission Statement

As an academic community dedicated to pursuing knowledge in an atmosphere of Christian love, the University of Jamestown recognizes the need for leaders of integrity and courage. The Unruh School of Character in Leadership prepares students by developing the knowledge, values, attitudes, and skills that will enable them to live and lead with character and integrity.

Undergraduate Degree Programs

- Religion-Philosophy, BA

Minors

- Character in Leadership Minor
- Christian Ministry Minor
- Philosophy Minor
- Religion Minor

Graduate Degree Programs

- Doctor of Leadership (p. 89)
- Master of Arts in Leadership (p. 68)

Graduate Certificates

- Graduate Certificate in Business Leadership (p. 103)
- Graduate Certificate in Healthcare Leadership (p. 104)
- Graduate Certificate in Non-Profit Leadership (p. 105)

- Graduate Certificate in Sports Leadership (p. 105)

Courses

- Leadership Courses - Undergraduate (LDRS)
- Leadership Courses - Graduate (LDRS) (p. 122)
- Philosophy Courses (PHIL)
- Religion Courses (REL)

Faculty

Unruh School of Character in Leadership Faculty

Department of Arts and Humanities

English and Theatre Mission Statement

The English and Theatre Arts programs provide undergraduate education in the discipline of English and theatre, which includes studies in the language itself, in literature that expresses the accumulated resources of human thought and experience, and in the effective use of language in written and oral expression. English and theatre are presented chiefly as an area of knowledge important to the liberal arts tradition but also as preparation for post-graduate or professional study and as preparation for a career immediately following graduation.

Music Mission Statement

The Music programs at the University of Jamestown prepare students to become professional musicians, teachers of music, and life-long patrons of music. The curriculum in music is presented as an integral part of the liberal arts tradition and prepares students for professional employment or postgraduate study. The Music Department at the University of Jamestown serves the entire college community and region.

Foreign Language Mission Statement

The mission of the Foreign Language programs at University of Jamestown is to help prepare the liberal arts student as a citizen of our global community. We seek to expose students to other languages and cultures, thereby broadening their concepts of language, civilization, culture, philosophy, government, religion, geography, art, aesthetics, and literature with a firm anchoring in a Christian perspective and academic excellence. In order to determine student progress toward these ends, the department assesses student learning and departmental effectiveness on a regular basis.

Undergraduate Degree Programs

- Applied Music, BA
- English, BA
- English Education, BA
- Fine Arts - Music, BA
- Fine Arts - Theatre, BA
- French, BA
- German, BA
- Music Education, BA
- Spanish, BA

Minors

- English Minor
- French Minor
- German Minor
- Music Minor
- Spanish Minor
- Theatre Minor

Certificates

- Certificate in Professional Writing

Courses

- Art Courses (ART)
- English Courses (ENGL)
- Foreign Language Courses (FLAN)
- French Courses (FREN)
- German Courses (GER)
- Italian Courses (ITAL)
- Music Courses (MUS)
- Spanish Courses (SPAN)
- Theatre Courses (THEA)

Faculty

Department of Arts and Humanities Faculty

Department of Business, Accounting, and Economics

Department Mission Statement

The Department of Business, Accounting, and Economics fosters a comprehensive world-view in each of our students through an interdisciplinary integration of the liberal arts and business studies. Based on this foundation, it is our mission to pursue excellence in business education and to prepare students for successful professional careers, graduate studies, and a lifetime of learning, service, and personal growth.

Business Studies Mission Statement

The online Business Studies programs are committed to providing robust and rigorous academic programs in an online format to University of Jamestown students regardless of location. Focusing on the education of post-traditional students, the department seeks to blend sound professional preparation with the ideals of the liberal arts to develop wholeness and continual growth in our students.

Undergraduate Degree Programs

- Accounting, BA
- Business Administration - Accounting, BA
- Business Administration - Agricultural Management, BA
- Business Administration - Business Communication, BA
- Business Administration - Information Technology, BA
- Business Administration - Liberal Arts, BA
- Business Administration - Management, BA
- Business Administration - Marketing, BA
- Business Studies, BA (online)
- Business Studies - Banking, BA (online)
- Business Studies - Industrial Management, BA (online)

- Liberal Arts Business Studies, BA

Minors

- Accounting Minor
- Business Administration Minor
- Business Studies Minor (online)
- Management Minor
- Marketing Minor

Certificates

- Certificate in Digital Marketing and Analytics (online)
- Certificate in Project Management (online)

Graduate Program

- Master of Business Administration, MBA (p. 70)

Courses

- Accounting Courses (ACCT)
- Business Courses - Undergraduate (BUSN)
- Business Courses - Graduate (BUSN) (p. 107)
- Business Studies Courses (BSST)
- Economics Courses - Undergraduate (ECON)
- Economics Courses - Graduate (ECON) (p. 120)

Faculty

Department of Business, Accounting, and Economics
Faculty

Department of Computing, Design, and Communication

Communication Mission Statement

The Communication programs at the University of Jamestown are designed as part of an undergraduate liberal arts education that provides students with theoretical and practical life experiences in all aspects of communication.

The mission of this program is to provide students with a solid understanding of the communication discipline and its relevance to their lives; to prepare students for further education, career, and life beyond the University of

Jamestown. The program is dedicated to students' needs and has recently revised and improved its foundation and core teachings, developing new courses and content based on regular and thorough assessment of industry needs and the communications environment.

Computer Science and Technology Mission Statement

The Computer Science and Technology programs are dedicated to a curriculum of academic excellence that encourages the development of ethical technology professionals who are a benefit to society. The department serves the entire college community by providing sound instruction in the use of computer technology.

Undergraduate Degree Programs

- Applied Information Technology, BA (online)
- Communication - Human Resource and Organizational Communication, BA
- Communication - Interpersonal Communication, BA
- Communication - Online Journalism and Social Media, BA
- Communication - Sports Communication, BA
- Communication Studies, BA (online)
- Computer Science, BA
- Digital Design, BA
- Information Technology & Systems, BA

Minors

- Communication Minor
- Communication - Online Journalism and Social Media Minor
- Communication Studies Minor (online)
- Computer Science Minor
- Cybersecurity Minor (online)
- Digital Design Minor
- Full Stack Developer Minor (online)
- Game Design Minor
- Information Technology Minor

- Information Technology Minor (online)
- Web Design Minor

Certificates

- Certificate in Cybersecurity Fundamentals (online)
- Certificate in Advanced Cybersecurity (online)
- Certificate in Full Stack Developer (online)
- Certificate in Advanced Full Stack Developer (online)
- Certificate in CompTIA A+ (online)
- Certificate in IT Service Management (online)

Courses

- Communication Courses (COMM)
- Communication Studies Courses (CMST)
- Computer Science Courses (CS)
- Digital Design Courses (DIG)
- Technology Courses - Undergraduate (TECH)
- Technology Courses - Graduate (TECH) (p. 136)

Faculty

Department of Computing, Design, and Communication Faculty

Department of Engineering

Mission Statement

The University of Jamestown Department of Engineering seeks to provide its students with a comprehensive education that is supported by the liberal arts tradition. The educational mission of the department is to prepare students for careers demanding technological innovation, creativity, critical thinking, project management, systems thinking, teamwork, leadership, professional ethics, multidisciplinary projects, and communication skills. This mission is achieved through an integrated curriculum which blends liberal arts, mathematics, science, and engineering. The department strives to continually improve the educational experience of our students by utilizing feedback from our constituents.

Undergraduate Degree Programs

- Civil Engineering, BS
- Environmental Science, BS
- Mechanical Engineering, BS

Minors

- Applied Mathematics Minor
- Environmental Science Minor
- Physics Minor

Courses

- Civil Engineering Courses (CENG)
- Earth and Environmental Science Courses (EESC)
- Engineering Courses (ENGR)
- Environmental Engineering Courses (ENVI)
- Mathematics Courses (MATH)
- Physics Courses (PHYS)

Faculty

Department of Engineering Faculty

Department of Natural Science

Biology Mission Statement

The Biology programs strive to provide an education in biology of the highest possible quality. The biology curriculum offers career preparation, preparation for further study, and an introduction to biological concepts and scientific reasoning in the liberal arts tradition.

Chemistry Mission Statement

The mission of the Chemistry programs at University of Jamestown is to provide a strong chemistry foundation for students majoring in chemistry and for students pursuing a career in health professions which require some chemistry knowledge and to help provide a strong science background for students pursuing teaching careers.

Undergraduate Degree Programs

- Biochemistry, BS
- Biology, BS
- Biology Education, BA

- Chemistry, BS
- Medical Laboratory Science, BS

Minors

- Biology Minor
- Chemistry Minor

Courses

- Biology Courses (BIOL)
- Chemistry Courses (CHEM)
- Clinical Lab Science Courses (MEDT)
- Medical Laboratory Science Courses (MLS)

Faculty

Department of Natural Science Faculty

Department of Social Science

Criminal Justice and Sociology Mission Statement

The mission of the Criminal Justice and Sociology programs at University of Jamestown is two-fold. Sociology courses support the curricula in general education, teacher education, and nursing. Their aim is to sensitize the student to the role of social forces (e.g. homogeneity, stratification, urbanization) and social institutions (e.g. the family, education, religion, politics, and the economy) as they impact our individual and collective lives. In criminal justice, students are prepared to pursue one of three distinct, though not necessarily mutually exclusive, options. The focus of the major is a solid preparation for entry-level careers in law enforcement, corrections, or adult or juvenile probation and parole. In addition, discipline-specific writing is an explicit student outcome goal to which the department is committed.

Psychology Mission Statement

The mission of the Psychology programs is to contribute to a balanced program in the liberal arts through an emphasis on both scientific and philosophical considerations of the behavior of organisms, including human beings, in order to prepare students for graduate study and/or professional work.

Students in any major may pursue the department's addiction counseling concentration, but only those with a

BS in psychology or another human service degree would be qualified to get licensed.

History-Political Science Mission Statement

The History and Political Science programs seek to foster in their students an awareness of and appreciation for their cultural, historical, and political heritage as well as an understanding of important national and global issues. The department's curriculum helps develop students' critical thinking, research, writing, and communication skills in order to prepare them to be effective learners and leaders.

Clinical Counseling Mission Statement

The mission of the University of Jamestown Master of Science in Clinical Counseling program is to educate our students through the integration of scientific research and clinical practice, infuse diversity throughout all areas of the program, and train competent, multiculturally sensitive, and ethically sound entry-level professionals in the field of counseling.

Undergraduate Degree Programs

- Behavioral Health, BA (Online)
- Criminal Justice, BA
- History, BA
- History Education, BA
- Political Science, BA
- Psychology, BS
- Psychology - Addiction Counseling, BS

Minors

- Criminal Justice Minor
- Global Studies Minor
- History Minor
- Political Science Minor
- Psychology Minor
- Rhetoric and Reasoning Minor

Certificates

- Certificate in Psychology for Health Care Professionals (Online)

Graduate Degree Programs

- Master of Science in Clinical Counseling (Hybrid) (p. 77)

Courses

- Behavioral Health Courses (BEHL)
- Clinical Counseling Courses (COUN) (p. 114)
- Criminal Justice Courses (CJ)
- History Courses (HIST)
- Political Science Courses (POLS)
- Psychology Courses (PSYC)
- Sociology Courses (SOC)

Faculty

Department of Social Science Faculty

Department of Teacher Education

Teacher Education Mission Statement

Our mission is to prepare teachers with the knowledge, skills, and dispositions needed to provide optimum learning experiences for diverse students in today's schools. The program balances the ideals of a liberal arts tradition and sound professional preparation within a Christian atmosphere of self-discipline, responsibility, and concern for the continuing growth of the individual.

Graduate Teacher Education Mission Statement

The graduate programs in Teacher Education further the undergraduate mission of "Teachers as reflective practitioners" to support the personal and professional growth of teachers. Through critical inquiry, collaboration, and authentic work, participants build their confidence and capacity as teacher leaders to transform their school community.

Core Values:

- Visionary Teacher Leadership
- Interactive, Inclusive Learning
- Reflection and Accountability
- Coaching for Change
- Professional Advocacy

- System-wide Innovation

Undergraduate Degree Programs

- Biology Education, BA
- Curriculum and Instruction, BA
- Elementary Education, BA
- English Education, BA
- Health and Physical Education Teacher Education, BA
- History Education, BA
- Music Education, BA

Minors

- Driver's Education Minor
- Physical Education Teacher Education Minor

Graduate Degree Programs

- Master of Education in Curriculum and Instruction (p. 71)
- Master of Education in Teacher Leadership (p. 75)

Courses

- Teacher Education Courses - Undergraduate (EDUC)
- Teacher Education Courses - Graduate (EDUC) (p. 120)

Faculty

Department of Teacher Education Faculty

Honors Program

Mission Statement

The mission of the University of Jamestown Honors program is to challenge students to explore and integrate ideas from multiple disciplines, and to think critically and creatively.

Undergraduate Programs

- Honors Program

Courses

- Honors Courses (HNRS)

Faculty

Honors Program Faculty

Undergraduate College

Undergraduate Degree Programs

- General Studies, BA (online)
- Liberal Studies, BA

Courses

- Career Education Courses (CE)
- Collegian Courses (COLL)
- Experiential Education Courses (EE)
- Foundations of Science Courses (NSCI)
- Information Literacy/Writing Courses (ID)
- Journey Courses (JOUR)

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Graduate Learning Outcomes

Graduate Learning Outcomes

The faculty of the College of Graduate and Professional Studies recognize the importance of providing a wholistic education to graduate students, regardless of discipline. As such, the following outcomes are intended for all graduate students at the University of Jamestown.

An individual who successfully completes a master's or doctoral degree at the University of Jamestown will:

1. Conduct themselves in an ethical manner.
2. Articulate how diversity in its various forms affects their discipline and promote it within the discipline.
3. Assess the quality of research findings in their discipline.
4. Conduct and present research appropriate for their discipline.
5. Communicate clearly and effectively both orally and in writing.
6. Actively participate in organizations in their communities outside of the university.
7. Demonstrate the content knowledge and skills expected in their chosen field of study appropriate for their level of education.

Masters Degree Programs

Master of Arts in Leadership (Online or Hybrid)

Overview

Strong and strategic leadership is necessary in today's business environment. That's why University of Jamestown offers a master's in leadership online degree program that gives emerging leaders the skills and perspective to help businesses, non-profits, and healthcare organizations navigate a complicated world.

- Online delivery designed to meet the needs of working professionals
- Cohort model where you form supportive, personal relationships with other classmates
- 3 start options per year: January, May or August
- Receive individual attention and advising
- Interact with engaging faculty
- Apply the skills you have acquired to your affiliated organization during a final project

A graduate degree in leadership develops your self-awareness as a leader, which then serves as the foundation for developing your ability to effectively lead people. You will learn how to manage organizational change, use strategic thinking to participate in long-term business planning, and rely on strong business ethics to give you confidence making decisions in real-world situations.

Requirements

Students in the Master of Arts in leadership program are expected to complete 36 credit hours over the course of 6 semesters in order to graduate from the program.

All students will take eight core courses when they start the program. After the completion of their core courses, students will choose between four tracks: Business Leadership, Non-Profit/NGO Leadership, Healthcare Leadership, and Sports Leadership. Students will then take three additional courses specific to their track. Finally, students will complete a major project (LDRS 699) where they apply the skills and knowledge they have acquired in the program to an organization with which they are affiliated. Students may choose to study abroad for an

alternative to the practicum project. This will allow students to gain cross-cultural insight into careers in business, non-profit organizations, and various other vocations through interactions with foreign leaders.

Core Courses

LDRS 500	Foundations of Leadership	3
LDRS 512	Organizational Systems and Change Management	3
LDRS 513	Ethical Discernment for Leaders	3
LDRS 504	Leadership Communication, Conflict Resolution and Negotiation	3
LDRS 515	Leading in a Global Context	3
LDRS 633	Followership: Coaching & Mentoring	3
LDRS 511	Initiating Critical Inquiry	3
LDRS 641	Proposals for Change	3

Business Leadership Track

LDRS 506	Leadership: Strategy, Innovation and Imagination	3
LDRS 601	Advanced Strategic and Human Resources Management	3
LDRS 602	International Business	3
LDRS 699	Leadership Project/Practicum	3

Non-Profit Leadership Track

LDRS 508	Strategy of Non Profit Leadership	3
LDRS 612	Justice and Forgiveness	3
LDRS 611	Grant Writing	3
LDRS 699	Leadership Project/Practicum	3

Healthcare Leadership Track

LDRS 509	21st Century Health Care Systems and Policy	3
LDRS 621	Leading in Interprofessional Healthcare Teams	3
LDRS 622	Change and Innovation in Healthcare	3
LDRS 699	Leadership Project/Practicum	3

Sports Leadership Track

LDRS 631	Sports Fundraising and Financial Concepts	3
LDRS 510	Sports Marketing, Promotion and Communication	3
LDRS 632	Current Trends in Sports	3

Leadership	
LDRS 699	Leadership Project/Practicum 3

Admission and Costs

Application Information

Applicants must complete the Master of Arts in Leadership application that can be found online at www.uj.edu/apply

Admission Information

The following are required for admission to the program:

- An undergraduate degree from an accredited institution of higher education (U.S. institutions must be accredited by one of the six federally approved regional accrediting agencies; non-U.S. institutions will be evaluated on a case-by-case basis).
- A 3.00 undergraduate GPA is recommended for admission.
- International applicants must present a minimum TOEFL score of 70 (internet version), 197 (computer version), or 525 (paper version).
- International applicants must have a Financial Guarantee Statement.
- Two letters of recommendation: one from a current or former supervisor and one from a professional colleague who is familiar with the applicant's work history.
- A 500-word essay that addresses the applicant's reasons for pursuing a graduate degree and what value the applicant sees in further education.

Applications are accepted year-round. The Master of Leadership offers starts in August, and January. May,

Provisional Admission to the Master of Arts in Leadership program is open to an applicant whose GPA is below the 3.0 required by the University of Jamestown, but generally not lower than 2.5. This individual has other experiences or qualifications that demonstrate potential to undertake appropriate progress and a student whose admission the admitting Program Academic director recommends.

Provisionally admitted students are regular degree-seeking students with the condition that they must earn at least a 3.00 GPA for the first 9 graduate credits they attempt. When this condition has been met the "provision" is lifted. Appropriate coursework taken while on Provisional status may be included in the Plan of Study for the student's

graduate degree. If the student does not show the needed progress, the Program Director with the student will reassess the situation.

The University of Jamestown protects applicant rights, including due process. If an individual feels that he or she has been treated unfairly in the admissions process, he or she may file a complaint with the Admissions Review Committee. The Admissions Review Committee is composed of the Director of the M.A. in Leadership Program and the Vice President for Academic Affairs.

Program Costs

2 years - 6

terms: <https://accelerated.uj.edu/academics/programs/master-of-arts-in-leadership/>

Transfer Credit Policy

University of Jamestown will accept up to nine credits in transfer credit for the Master of Leadership Degree. Any exception to this policy must be requested through the "Appeals Process" listed above. A graduate transfer course accepted for credit must correspond to courses described in this publication and must come from institutions which meet the criteria listed below. Whether a course corresponds to one of the courses described in this publication will be determined by the Registrar in conversation with the Program Director.

1. The institution must be accredited by a CHEA approved regional accrediting association of schools and colleges.
2. The institution must offer a Bachelor of Arts, Bachelor of Science, or Master's Degree and must be approved to offer graduate level courses by its regional accrediting association. University of Jamestown will consider for credit only courses which satisfy the requirements for these degrees.

Only courses in which students have earned a B or better are eligible for graduate transfer credit. Courses graded only on a pass/fail basis will be transferred only if students can provide documented evidence that they performed at a B or better level in the course. University of Jamestown standards will be applied in determining the transferred courses and grades that will satisfy requirements.

University of Jamestown accepts credit from foreign institutions. The required official academic transcript should be translated into English. In the event that a transcript cannot be translated into English, the chair of the Foreign Language Department at University of Jamestown

will interpret the transcript or locate another faculty member who can interpret the transcript. If the transcript cannot be interpreted by someone at University of Jamestown, the transcript will be evaluated by World Education Services or a similar professional service. The fee for the service will be paid by students.

**Plan of Study
Outcomes**

Theoretical Application: Students will apply theoretical insights and solutions to real-world leadership and organizational problems.

Research-based Application: Students will analyze, develop, and implement research-based applications for leadership and organizations.

Ethical Discernment: Students will analyze, evaluate, and apply ethical discernment to real-world leadership and organizational problems.

Professional Development: Students will develop professional plans for leadership growth and learning for themselves and their organizations.

**Master of Business Administration, MBA
(Online)**

Overview

Mission Statement of UJ M.B.A. w/ Micro-Credentials:

At University of Jamestown, our mission is to provide a transformative educational experience through our Master of Business Administration (MBA) program with micro-credentials. We aim to equip our students with the knowledge, skills, and specialized expertise necessary to excel in today's dynamic business landscape.

Our program's mission is threefold:

Academic Excellence: We are committed to fostering academic excellence by offering a rigorous curriculum that combines core MBA courses with micro-credentials. Our faculty, composed of industry experts and seasoned academics, provide students with a comprehensive understanding of foundational business principles, as well as cutting-edge insights and practices from various business domains.

Customized Learning: We recognize the importance of catering to the diverse needs and aspirations of our

students. Our MBA program with micro-credentials allows students to tailor their learning journey by selecting specialized micro-credentials that align with their professional goals. These micro-credentials, acquired through focused coursework and experiential learning opportunities, empower our students with the specialized skills and knowledge needed to excel in their chosen fields.

Ethical Leadership and Global Perspective: We are dedicated to nurturing ethical leaders who possess a global mindset. Our MBA program emphasizes the importance of integrity, social responsibility, and sustainable business practices. Through engaging case studies, collaborative projects, and exposure to diverse cultural perspectives, we foster an inclusive learning environment that encourages our students to navigate complex ethical dilemmas and make informed, socially conscious decisions in a global context.

By fulfilling our mission, we aim to produce graduates who are adaptable, innovative, and equipped to drive positive change in the business world. Our MBA program with micro-credentials prepares individuals to become influential leaders, entrepreneurs, and catalysts for innovation, poised to make a lasting impact in their organizations and communities.

Requirements

Core Courses

The Master of Business Administration degree consists of a required core of 6 courses and 4 courses in two micro-credential areas for a total of 30 hours:

BUSN 505	Advanced Business Research Methods	3
BUSN 510	Human Resource Management	3
ECON 650	Economic Analysis	3
BUSN 645	Applied Corporate Finance	3
BUSN 640	Innovation Ecosystems	3
BUSN 699	Capstone: Strategy Formulation and Implementation	3
		Subtotal: 18

BUSN 699 should be taken after all core courses are completed.

Pre-requisite course for non-business undergraduate majors

BUSN 500	Business Fundamentals	3
		Subtotal: 3

Choose two graduate micro-credential areas from the

following:

			Subtotal: 12
Business Analytics Micro-Credential			
BUSN 615	Management Information Systems	3	
BUSN 655	Advanced Business Analytics Management	3	
			Subtotal: 6
Organizational Leadership Micro-Credential			
LDRS 500	Foundations of Leadership	3	
LDRS 513	Ethical Discernment for Leaders	3	
			Subtotal: 6
Supply Chain and Operations Management Micro-Credential			
BUSN 635	Business Process Operations Management	3	
BUSN 665	Supply Chain and Logistics Management	3	
			Subtotal: 6
Healthcare Management Micro-Credential			
LDRS 621	Leading in Interprofessional Healthcare Teams	3	
LDRS 622	Change and Innovation in Healthcare	3	
			Subtotal: 6
Digital Marketing Micro-Credential			
BUSN 610	Consumer Behavior in Marketing	3	
BUSN 630	Social Media Marketing	3	
			Subtotal: 6
Financial Development Micro-Credential			
BUSN 660	Financial Risk Management	3	
BUSN 670	Advanced Financial Analysis	3	
			Subtotal: 6
Sports Management Micro-Credential			
LDRS 631	Sports Fundraising and Financial Concepts	3	
LDRS 632	Current Trends in Sports Leadership	3	
			Subtotal: 6
Agribusiness Micro-Credential			
BUSN 680	Environment of Agribusiness	3	
BUSN 685	Agribusiness Policy	3	

Analysis

Subtotal: 6

Subtotal: 30-33

Admission

Applicants must have:

- Undergraduate degree from a regionally accredited 4-year institution (business or non-business degree.)
- 2.75 minimum undergraduate G.P.A.
- No GMAT or GRE required

Apply online at <https://www.uj.edu/admission-aid/apply/graduate-student/>.

Plan of Study

Outcomes

Program Objectives

Student Learning Outcomes Aligned to Program Objectives

An understanding of the systems concepts in relation to an organization.

Students analyze the organization as a whole and describe and explain the systems concept.

Basic knowledge of the quality tools required to manage the quality of an organization.

Students apply quality tools to solve a specific quality problem.

An understanding of strategic management.

Students analyze an organization on strategic management as it pertains to the long-term success of the organization.

Leadership skills, such as problem-solving, innovative thinking, and personal leadership.

Students utilize innovative thinking and problem-solving to analyze an organization.

Master of Education in Curriculum and Instruction (Online)

Overview

Mission Statement for Master of Education Programs at University of Jamestown

The graduate programs in Teacher Education further the undergraduate mission of “Teachers as reflective

practitioners” to support the personal and professional growth of teachers. Through critical inquiry, collaboration, and authentic work, participants build their confidence and capacity as teacher leaders to transform their school community.

Core Values:

- Visionary Teacher Leadership
- Interactive, Inclusive Learning
- Reflection and Accountability
- Coaching for Change
- Professional Advocacy
- System-wide Innovation

Accreditation

The Master of Education in Curriculum and Instruction Program has maintained continuous accreditation by the North Dakota Education Standards and Practices Board. The Teacher Education Department holds membership in the North Dakota affiliate of the American Association for Colleges of Teacher Education.

Educator Standards and Practices Board (ESPB) Standards for Program Approval

1. Program reflects consideration of NBPTS, CAEP, and professional organizations' standards
2. Program requires candidates to apply research
3. Program requires advanced study of teaching strategies and models
4. Program requires use of current, appropriate instructional technologies
5. Program requires advanced study of curriculum theory, design, and delivery
6. Program requires advanced study of multiple means of assessing and evaluating diverse student learning

Requirements

Students in the Master of Education programs are expected to complete 30 credit hours over the course of 5 semesters in order to graduate from the program.

All students will take all ten courses in sequence. Students who transfer credits will skip that course in the sequence,

and the Program Director will ensure students have any content, process, or assessment information necessary to maintain success in the program.

Students who need a course to maintain full-time status may make arrangements for a directed study course with the Program Director.

30 Courses are offered online, one at a time. Each course will include assignments tailored to students' individual teaching situations along with face-to-face online conversations with the class. An action research project and a field-based practicum are embedded into coursework.

Technology Requirements

The Master of Education in Curriculum and Instruction will be offered completely online. To access course materials, participate in class meetings, and contact instructors/professors, students must have a laptop or desktop computer with reliable access to the Internet. Using only a phone or tablet may limit your ability to complete and submit assignments or open course resources. Students who choose to access the Internet through their school-based system may be blocked from University of Jamestown resources and have to use other options such as the public library. The online courses will work with the majority of current browsers: Chrome, Firefox, IE, Edge, Safari (Mac). Some instructors/professors may use Google Docs but will walk students through gaining authorization as part of the course. Students may need to add plug-ins like Java in order to view videos or other information. WebEx, the platform used for online class meetings works best with Chrome and Internet Explorer. Upon admission to the program students will be given a user name and password. All course materials will be available on MYUJ, the student portal for email, University information, and course content.

Student Responsibilities

1. Assignments are due by 11:00 pm CST on date listed in calendar section of the syllabus. All out-of-class assignments are to be emailed to the instructor as Word documents. The instructor will provide feedback on the documents and return them to the student through email.
2. Due dates do not change because of an absence for illness or personal reasons without permission from the instructor.
3. If a class meeting is cancelled, assignments will still

be due.

4. Grades on assignments, handouts, and course documents will be posted on MYUJ. It is up to students to print those documents if they prefer.
5. One grade will be deducted for each day an assignment is late (from A to B, B to C, etc.). Any assignment more than one week late is an automatic zero. Students must contact the instructor regarding special circumstances.
6. All assignments must be typed. Times New Roman, 12-point font, using one-inch margins. Two spelling, grammar, punctuation, and/or usage errors will be allowed for the number of pages submitted on an assignment for a rating of "Meets" on the rubric for the assignment (i.e. two pages allows four errors, three pages allows six errors, etc.). APA format is required.
7. It is the responsibility of students to maintain a copy of all graded and returned materials for use as evidence in any question that may arise regarding the final grade of the course.
8. Live class meetings will occur on Sunday nights from 7:00 pm to 8:30 pm CST. Instructor office hours will be held after class discussion from 8:30 pm to 9:00 pm as well as during the week. Class meetings will be recorded. If a student is unable to attend the class discussion, a one-page summary of the recorded discussion with reflection will substitute for the absence.
9. The instructor must be notified of an absence prior to the missed discussion unless there is an emergency. An emergency requires immediate notification to the instructor as soon as possible.
10. Students are expected to attend class meetings on time and actively participate in group discussions and activities. Excessive absences will result in missed in-class experiences and information. It is the responsibility of students to complete assignments and tasks on time.
11. Students are encouraged to set up small group discussions outside of class discussions.
12. Students are expected to abide by Jamestown University Policies outlined on the University website, catalog, and the MED Graduate Bulletin.
13. Students will have the opportunity to evaluate the

instructor and the course.

Admission and Costs

Application Information

Applicants must complete the Master of Education in Curriculum and Instruction application that may be found online at www.uj.edu/apply.

Applications are processed on a first-come-first-served basis determined by the date and time of receipt of all application materials. Those applicants who meet the requirements for admission will receive notification of their acceptance within a week of receipt of all application materials. Each MED cohort is capped at 25 students. If more than 25 applications are received, the first 25 applicants who meet the admission requirements will be admitted. If any admitted applicants withdraw or decline admission from the cohort within the first two weeks of the first course, the next applicant in line will receive an offer of admission until the cohort reaches 25 students. Late applications and applications that are received after the cohort is full will be stored and processed for the next MED cohort. The University of Jamestown protects applicants' rights, including due process. If applicants feel they have been treated unfairly in the admissions process, they may file a complaint with the Admissions Review Committee. The Admissions Review Committee is composed of the Master of Education in Curriculum and Instruction Program Director and Provost.

Admission Information

Additional requirements for applicants include the following:

1. An undergraduate degree in education from an accredited institution of higher education (U.S. institutions must be accredited by one of the six federally approved regional accrediting agencies; non-U.S. institutions will be evaluated on a case-by-case basis).
2. A copy of a valid teaching license.
 - Although applicants may be approved to teach, there are specific types of teaching licenses that are acceptable for admission to the Master of Education in Curriculum and Instruction:
 - *Acceptable Teaching Licenses:*
 - Initial In-State License (Two-Year)
 - First Five Year License (Five-Year)

- Five Year Renewal License (Five-Year)
 - Other State Educator License
 - 30-Year Life License
 - 40-Day Provisional License (may be accepted on a case-by-case basis)
 - Two Year Renewal (Two-Year)
 - Re-Entry License (may be accepted on a case-by-case basis)
 - *Unacceptable Teaching Licenses:*
 - Alternate Access License
 - Interim Substitute License
 - Probationary License
 - Out-of-State Reciprocal License
 - Applicants who have recently graduated from an accredited institution of higher education and have met the requirements for a state teaching license may be provisionally admitted while awaiting the official issuance of their teaching license.
 - International applicants must hold the equivalent certification of a teaching license and will be evaluated on a case-by-case basis.
 - Applicants admitted on a case-by-case basis may be provisionally admitted with a deadline for completing licensure requirements to maintain good standing in the program.
- 3. A 3.0 grade point average in undergraduate work.**
- If an applicant has less than 3.0 GPA in undergraduate work, the University at its discretion may substitute applicant performance on nationally normed tests of mathematical, reading, and writing achievement. Applicants must score in the top 50 percent of those assessed. Acceptable tests include but are not limited to Graduate Record Examination (GRE), Miller Analogy Test (MAT), and Praxis II.
 - The University, at its discretion may admit a student provisionally who has met the criteria for state licensure, has an application in process, but has not received the license, with full admission contingent upon receipt of the license.
- 4. It is recommended that applicants should have at least one year of teaching experience.**
- Applicants employed in an education position, have a valid teaching license, and have less than a one year of experience may be admitted into the Program.
 - Applicants with less than one year of teaching experience but who have a valid teaching license may be admitted into the Program.
- 5. Two recommendations: one recommendation from an administrator or supervisor and one recommendation from a professional colleague that can address the ability to complete a graduate level academic program.**
- An essay summarizing their professional background in teaching and their reasons for pursuing a graduate degree. The essay should be approximately 500 words.
 - International applicants must present a minimum TOEFL score of 70 (Internet version), 197 (computer version), or 525 (paper version) and a Financial Guarantee Statement.
- Program Costs**
- Master of Education in Curriculum and Instruction (2 years - 6 terms): <https://accelerated.uj.edu/academics/programs/education-curriculum-and-instruction>
- Transfer Credit Policy**
- The Master of Education in Curriculum and Instruction is a 30-hour graduate program and will allow up to half of the credits (15 credits) to be transferred into the program. Any exception to this policy must be requested through the Appeals Process. A graduate transfer course accepted for credit must correspond to courses described in this publication and must come from institutions which meet the criteria listed below.
1. The institution must be accredited by a CHEA approved regional accrediting association of schools and colleges.
 2. The institution must offer a Bachelor of Arts, Bachelor of Science, or Master's Degree and must be approved to offer graduate level courses by its regional accrediting association. University of Jamestown will consider for credit only courses which satisfy the requirements for these degrees.
 3. Transfer courses must be within 5 years of the

completion of the course and admission to the MED program.

The Program Director in consultation with the Registrar will approve transfer credits based on whether a course corresponds to one of the courses described in this publication. Course descriptions and syllabi must be provided by students requesting transfer of credits.

Only courses in which students have earned a B (3.0) or better are eligible for graduate transfer credit. Courses graded on a pass/fail basis will be transferred only if students can provide documented evidence that they performed at a B or better level in the course. University of Jamestown standards will be applied in determining the transferred courses and grades that will satisfy requirements.

University of Jamestown accepts credit from foreign institutions. The required official academic transcript should be translated into English. In the event that a transcript cannot be translated into English, the chair of the Foreign Language Department at University of Jamestown will interpret the transcript or locate another faculty member who can interpret the transcript. If the transcript cannot be interpreted by someone at University of Jamestown, the transcript will be evaluated by World Education Services or a similar professional service. The fee for the service will be paid by students.

Plan of Study

Summer			
EDUC 523	The Art and Science of Educational Leadership		3
EDUC 526	Introduction to Research and Evaluation in Education		3
Fall			
EDUC 522	Principles of Curriculum Development and Assessment		3
EDUC 527	21st Century Curriculum		3
Spring			
EDUC 519	Understanding Diverse Learners		3
EDUC 521	Integrating Technology into Teaching and Learning		3
Summer			
EDUC 524	Models of Learning and Instruction		3
EDUC 529	Collaboration and Professional Development		3

Fall			
EDUC 528	Instructional Coaching and Mentoring		3
EDUC 530	Leading Organizational Change		3
			Subtotal: 30

Outcomes

The MED program has aligned all program outcomes and course learning outcomes to crosscutting themes: Leadership, School Improvement, Professional Growth, Teaching and Learning Practice, Facilitating Teacher Development, Technology, Diversity, and Advocacy. Each of the themes relate directly to the roles of teacher leaders in varied educational settings.

Master of Education in Curriculum and Instruction Program Outcomes

1. Model visionary learner-centered leadership
2. Foster a culture of continuous improvement through evidence-based inquiry and shared decision making
3. Commit to professional practices reflecting the ethical and political complexities of a democratic society
4. Integrate theory into practice to support a safe, inclusive, and rigorous learning community
5. Engage in self-reflection, professional accountability, and collaborative teacher development
6. Develop fluency in new literacies for interactive, interdisciplinary learning
7. Implement culturally responsive practices to support equity and justice
8. Advocate for needs of students, educators, and the education profession to stakeholders and policy makers

Master of Education in Teacher Leadership (Hybrid)

Overview

The MTL extends the outreach of the University into school districts to directly influence cultures toward continued learning and continued growth of individuals. Different from the MED, the MTL works directly at the district level to influence the learning path, methods, and

products. The mission, vision, and values of UJ are incorporated in the program goals and learning outcomes of courses as participants gain professional knowledge and skills through research-based practices and an ongoing search for truth.

The Master of Education in Teacher Leadership (MTL) follows an academy approach to planning and delivery of the program. Kansas State University has developed the academy model to prepare teacher leaders through a true partnership between a university and local schools. Since 2008 the model has grown significantly and has changed the culture of multiple school districts to a true collaborative model.

Requirements

Required Courses

EDUC 540	Foundations of Educational Leadership	3
EDUC 541	Technology and Student Information Systems	3
EDUC 542	Leading Learning Organizations	3
EDUC 543	Curriculum and Instruction for Learning	3
EDUC 544	Professional Development and Coaching	3
EDUC 545	Influence of Social, Cultural, and Political Factors in Schools	3
EDUC 546	Educational Research and Reflective Practice	3
EDUC 547	Practicum in Teacher Leadership	3
EDUC 548	Presentation and Publication	3
EDUC 549	Advocating for Change	3

Subtotal: 30

Admission and Costs

Admission to the program will be determined by superintendents and the University Liaison. Applicants must have at least a 3.0 undergraduate GPA, hold a current teaching license, have demonstrated their knowledge and skills as an effective teacher, and must be willing to teach in the district for at least 3 years after graduation from the program.

The MTL will consist of 30 graduate credits over 5 semesters, the same requirements as the MED. Two courses are taught each semester through integrated

learning practices. Students must complete each course with at least a B grade to stay in good standing and to graduate. Each course contains a signature assignment that matches the MED signature assignments for consistency between programs.

Plan of Study

MTL Schedule of Courses for Summer Start Cohorts

Note: District cohorts may choose to sequence and/or combine course differently

Semester	Course	Credits
Summer	EDUC 540: Foundations of Educational Leadership EDUC 541: Technology and Student Information Systems	33
Fall	EDUC 542: Leading Learning Organizations EDUC 543: Curriculum and Instruction for Learning	33
Spring	EDUC 544: Professional Development and Coaching EDUC 545: Influence of Social, Cultural, and Political Factors in Schools	33
Summer	EDUC 546: Educational Research and Reflective Practice EDUC 547: Practicum in Teacher Leadership (110 hours in field)	33
Fall	EDUC 548 Presentation and Publication EDUC 549 Advocating for Change	33

Outcomes

Master of Science in Clinical Counseling (Hybrid)

Overview

Mission Statement

The mission of the University of Jamestown Master of Science in Clinical Counseling program is to educate our students through the integration of scientific research and clinical practice, infuse diversity throughout all areas of the program, and train competent, multiculturally sensitive, and ethically sound entry-level professionals in the field of counseling.

Program Philosophy

The University of Jamestown of Science in Clinical Counseling program is built upon the values of service and diversity. The program aims to graduate a diverse student body who can provide a variety of high-quality services to clients of all backgrounds, various levels of impairments, in multiple settings throughout their communities. Although the university is built upon the Christian faith, we welcome students from all backgrounds and religions. Students do not sign a faith agreement or adhere to any religious requirements while enrolled at the University of Jamestown.

Accreditation and Licensure

As of July 2023, the University of Jamestown Master's in Clinical Counseling program curriculum has been reviewed by the North Dakota Board of Counselor Examiners and is deemed to meet educational requirements for licensure in the state of North Dakota at the level of licensed associate professional counselor (LAPC).

The requirements for the LAPC designation include three main components:

- Completion of program curriculum: This program's 60-credit-hour curriculum and is aligned with the criteria set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
- Practical experience and training: This program includes both practicum (100 hrs) and internship experiences (600 hrs) totaling the required number of hours (700).
- This program includes preparation for taking the

National Counselor Examination (NCE).

The MCC program covers the above requirements, and students will need more training beyond the MCC program in order to meet requirements for the second (LPC) and third (LPCC) levels of licensure in the state. Please see the North Dakota Board of Counselor Examiners web site for more information on the levels of licensure and their requirements.

Licensure Eligibility

Students will not be immediately licensed upon graduation. Upon graduating, students will need to go through a professional licensure process which can take several months depending on the state. The licensure process is dictated by state law and controlled by a state board. Earning a master's degree in counseling is just one component of the professional licensure process; there is often a clinical training component (i.e., internship, practicum) as well as a national examination, which also varies by state. Students usually cannot begin the licensure process until their master's in counseling degree has been conferred. North Dakota is an exception to this; the ND State Board of Counselor Examiners allows students to begin the process of licensure in the last semester of their program. Students will be expected to navigate most of the licensure process by themselves; the MCC program will support the student through this process by ensuring students know where to find resources for their state. Licensure preparation assignments are also included in the field experience coursework, including purchasing a test study guide and registering with the testing agency. Students may need to plan for a period of time between the conferring of their degree and being granted professional licensure. During this period of time, students will not hold student status and may not be able to be reimbursed by insurance companies because they also do not hold professional licensure. This is usually an issue when a student works in a private practice setting but could happen in other settings as well. Although it is not a program requirement, whenever possible, students are encouraged to complete the licensing examination during the program.

Clinical Training Information

The Practicum and Internship field experiences are considered among the most essential elements in the Master of Science in Clinical Counseling program. Students can gain valuable experience while being under the supervision of an experienced counselor. The appropriateness of the field experience site and the site supervisor should be determined between the graduate student and the advisor based upon the individual needs of the graduate student and Council for Accreditation of

Counseling and Related Educational Programs (CACREP) standards. Field experience will include a minimum of 700 clinical training hours: 100 during Practicum and 600 during Internship with 40% of those hours being direct (face-to-face hours with a client).

Required Clinical Training Elements

Clinical training must include supervised experience providing direct services to diverse individuals with a variety of presenting problems, diagnoses, and issues. The purpose of clinical training is to develop the requisite knowledge and skills for graduates to be able to demonstrate the skills, competencies, and knowledge outlined above. The program will work with the student to create a training plan and document this at the individual level, appropriate to the student’s current skills and ability, and ensure that the student has attained the requisite level of competency. The Clinical Counseling program will strive to place students in settings that are committed to training, that provide experiences that are consistent with health service psychology and the program’s aims, and that enable students to attain and demonstrate appropriate competencies. Supervision must be provided by appropriately trained and credentialed individuals. As part of a program’s ongoing commitment to ensuring the quality of their graduates, each clinical training evaluation must be based in part on direct observation of the clinical training experience of students (either live or electronically) and their developing skills as a clinician. Please see the Field Experience Manual for more clinical training information.

Faculty per Student Ratio

Current (2023-24) full-time faculty per student ratio is 1:10.

Facilities and Resources

The University of Jamestown has three campuses: the main campus on Jamestown, the online graduate studies and Doctor of Physical Therapy programs are located on the Fargo campus, and University of Jamestown Accelerated (UJA) is located in Phoenix, AZ. The Clinical Counseling program is primarily distance education and is based in Fargo, ND with a physical location (4143 26th Ave. So. Ste. 100, Fargo, ND 58104) for faculty and staff offices. This Fargo location does not, at this time, have physical resources for students available.

The program is mainly distance learning and utilizes Canvas Learning Management System (LMS). Students are required to have a working computer with a working camera as well as access to a word processor to complete

assignments.

Requirements

The expected time to completion is 24 months.

Graduation Requirements

Successful graduates of the program complete all 60 required credits of coursework with the minimum of 3.0 cumulative GPA; meet or exceed the minimum levels of achievement through the program in discipline-specific knowledge, profession-wide competencies, and program specific-requirements; and successfully complete their thesis and 700 hr clinical training requirements (600 hrs internship and 100 hrs practicum).

Required Courses

COUN 500	Orientation to the Profession	3
COUN 510	Counseling Techniques	3
COUN 511	Counseling Theory	3
COUN 512	Human Growth and Development	3
COUN 513	Assessment Techniques	3
COUN 514	Career Counseling and Testing	3
COUN 515	Professional, Ethical and Legal Issues in Counseling	3
COUN 516	Social and Cultural Diversity	3
COUN 518	Research Methods	3
COUN 520	Group Counseling	3
COUN 523	Assessment, Diagnosis and Treatment Planning	3
COUN 530	Trauma, Sexual Functioning, and Abuse Issues in Counseling	3
COUN 531	Counseling Children and Adolescents	3
COUN 533	Couples, Marital and Family Counseling	3
COUN 534	Addiction Counseling: Treatment and Contemporary Issues	3
COUN 535	Crisis Counseling	3
COUN 580	Practicum	3
COUN 581	Thesis	1-3
COUN 582	Internship	3
COUN 583	Internship	3

Note 1: COUN 510 and COUN 520: 1 week in person.

Note 2. Three credits required for COUN 581. Typically two credits are taken during a 16-week semester, and one credit is taken during the following 16-week semester.

Importance of Professional Disposition

Being an effective counselor requires more than can be learned in a classroom setting. In addition to meeting academic standards, students are expected to conduct themselves in an ethical, responsible, and professional manner. They must be knowledgeable about the American Counseling Association (ACA) Code of Ethics as well as the current version of the APA Ethical Principles of Psychologists and Code of Conduct. These codes serve as guidelines for students and professionals in the field of counseling and shall always be adhered to.

As counselor educators, the faculty members expect prospective students and counselors to be emotionally stable and well-adjusted (personally and professionally) to both maintain effective interpersonal relationships and to be able to give and receive constructive feedback. Further, students are expected to behave in a manner that demonstrates fitness for a role in the counseling profession. Finally, we expect students to be committed to continued personal growth and professional development and to demonstrate that commitment through self-reflection and responsiveness to supervision in all activities related to their degree program. For the reasons cited above, the faculty will regularly monitor not only students' academic progress but also those personal characteristics which will affect their performance as a student and future counselor. The purpose of this professional performance monitoring process is to ensure that all graduates of the MCC program meet minimum standards in the field of counseling. Students are monitored during each course by the course instructor. At the end of the fall and spring semesters, feedback will be elicited from all faculty members regarding Discipline-Specific Knowledge and Profession-Wide Competencies. Concerns about a student's personal characteristics or professional performance may be addressed at any time during the student's tenure in the counseling program.

Subtotal: 60

Admission and Costs

Application Information

There are two avenues to be admitted into University of Jamestown Master of Science in Clinical Counseling Program:

1. Direct Entry:

Any current or future online or on campus undergraduate student (high school senior through college senior) at the University of Jamestown can apply for direct entry into the Clinical Counseling Program at any point during their time at UJ without applying through PSYCAS (see below). The

Clinical Counseling program will hold a position for the applicant, pending successful completion of the program requirements. This option is only for current or future University of Jamestown students. All other applicants are welcome to apply through PSYCAS.

2. PSYCAS.org:

Applicants who are not current students at UJ are invited to apply through the Centralized Application Service for Graduate Psychology (PSYCAS)

Application Instructions for Direct Entry

- Complete online application
- A screening will occur if the student is at or below a junior status; a formal Zoom or in person interview will take place in the academic year before the students wants to begin the program
- The student's advisor/instructors will be contacted for feedback/reference purposes
- No personal essay or application fee required

Application Instructions for PSYCAS

- Complete the PSYCAS application
- Request that official transcripts from all U.S. institutions attended by sent to PSYCAS
- Request that official evaluations of transcripts from all foreign institutions be sent to PSYCAS as follows:
 - Use the World Education Services (WES) link in the Academic History section of the application to order your official WES EVALUATION or
 - Use the "Download Evaluation Request Form" in the Academic History section of the application to request an evaluation from an evaluation service other than WES.
- Scan and upload a personal statement in the Documents section of PSYCAS
- Request 2 letters of recommendation be sent through the PSYCAS recommender portal
- Submit an APA style writing sample
- Successful applicants will be contacted for a formal Zoom interview

Admission Requirements

- Minimum 3.0 GPA
- Bachelor’s degree in psychology, or a related field, from a regionally accredited university
- 18 psychology credits preferred, but if the student has less than 18, they should list the courses that they think are the most relevant to the fields of psychology and/or counseling.
- Successful applicants will be contacted for a Zoom interview

Program Costs

<https://accelerated.uj.edu/academics/programs/clinical-counseling/>

Transfer Credit Policy

The University of Jamestown Clinical Counseling Program can accept up to 30 program credits. The program requires students to successfully complete at least half of the training (or the equivalent thereof) earned in the program from which the master’s degree is granted. See the University Handbook for more information.

**Plan of Study
Calendar**

Fall Semester 2024

August 26	Fall Session A courses begin
October 20	Fall Session A courses end
October 21-27	Fall Break– no classes
October 28	Fall Session B courses begin
December 22	Fall Session B courses end
December 23, 2024– January 5, 2025	Christmas Break – no classes

Spring Semester 2025

January 6	Spring Session A courses begin
March 2	Spring Session A courses end
March 3-9	Spring Break – no classes
March 10	Spring Session B courses begin
May 4	Spring Session B courses end
May 5-11	No classes

Summer Semester 2025

May 12	Summer Session A courses begin
June 23-27	Mandatory in person residency on University of Jamestown campus (Jamestown, ND)
July 6	Summer Session A courses end
July 7-13	No classes
July 14	Summer Session B courses begin (note: this session is 6 weeks long)
August 24	Summer Session B courses end

This is a 60-credit program occurring across 24 months (2 full calendar years). Courses occur year-round with the expectation that students are enrolled during fall, spring, and summer semesters. With only one start per year, if students miss, fail, or withdraw from a course, it might be another full calendar year before the course is offered again. There is an option to complete the program at a slower (50% or 1 course per session) pace.

Outcomes

Education and training outcomes include eight areas of discipline-specific knowledge and nine areas of profession-wide competencies as outlined below:

Discipline-Specific Knowledge

Coursework and/or clinical training in the program will cover:

1. Affective Aspects of Behavior
2. Biological Aspects of Behavior
3. Cognitive Aspects of Behavior
4. Developmental Aspects of Behavior
5. Social Aspects of Behavior
6. Research Consumption
7. Research & Practice
8. Psychometrics

Profession-Wide Competencies

1. Integration of Psychological Science and Practice

- This area of competence requires knowledge of scientific methods, procedures, and practices. Trainees are expected to:
 1. demonstrate the ability to understand and critically evaluate research and other scholarly works (e.g., peer-reviewed review articles)
 2. utilize research methods to support quality improvement of individual treatment outcomes
 3. demonstrate knowledge that issues of equity, diversity, and inclusion should be considered when critically evaluating psychological research.

2. Ethical and Legal Standards

- Trainees are expected to demonstrate competency in each of the following areas:
 1. be knowledgeable of and act in accordance with each of the following:
 - the current version of the APA Ethical Principles of Psychologists and Code of Conduct

- relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels

- relevant professional standards and guidelines

2. recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas
3. conduct self in an ethical manner in all professional activities.

3. Individual and Cultural Diversity

- Trainees are expected to demonstrate:
 1. ongoing engagement through critical self-reflection of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves
 2. knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities, including research, training, supervision/consultation, and service
 3. the ability to integrate awareness and knowledge of individual, historical, and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose identities, group membership, demographic characteristics, and/or worldviews are different from their own.
 4. The requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups and apply this approach effectively in their professional work.
 5. knowledge of factors that may impact equity and inclusion such as oppression, privilege, institutional prejudice, and intersectionality
 6. knowledge of the role of social justice, including racial justice, in increasing equitable access to behavioral health care
 7. the ability to function as an advocate to address social inequities and injustices impacting one's patient population.

4. Professional Values and Attitudes

- Trainees are expected to:
 1. behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, commitment to integration of science and practice, lifelong learning, and concern for the welfare of others
 2. engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness
 3. actively seek and demonstrate openness and responsiveness to feedback and supervision.

5. Communication and Interpersonal Skills

- The CoA views communication and interpersonal skills as foundational to education, training, and practice in health service psychology. These skills are essential for any service delivery/activity/interaction and are evident across the program’s expected competencies. Trainees are expected to:
 1. develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services
 2. produce and comprehend oral, nonverbal, and written communications that are respectful, accessible, informative and well-integrated; demonstrate a thorough grasp of professional language and concepts
 3. demonstrate effective interpersonal skills and the ability to manage difficult communication well
 4. communicate in culturally responsive ways that respect the diversity of perspectives and communication styles of others (e.g., marginalized, privileged, individualist, collectivistic, generational)

6. Assessment

- Trainees are expected to:
 1. demonstrate current knowledge of diagnostic classification systems across different contexts and settings (e.g., schools), functional and dysfunctional behaviors, including consideration of client strengths and psychopathology

2. demonstrate understanding of human behavior within its relevant context (e.g., family, educational/school, social, societal, historical, and cultural)
3. demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process
4. critically evaluate, select, and apply assessment methods consistent with the aims of the program that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient
5. understand assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective
6. communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

7. Intervention

- Trainees are expected to demonstrate the ability to:
 1. establish and maintain effective relationships with the recipients of psychological services in settings and context appropriate to meet program aims
 2. develop evidence-based intervention plans specific to the service delivery goals
 3. implement interventions informed by the current scientific literature, assessment findings, cultural efficacy and appropriateness, and contextual variables
 4. evaluate intervention outcomes, and adapt as needed, as part of ongoing progress monitoring
 5. use information relevant to equity, diversity, and inclusion to educate stakeholders about the determinants of health, about effective strategies for promoting health and well-being outcomes, and about ways to access health care and other psychological services.

8. Supervision

- Trainees are expected to:
 1. demonstrate knowledge of supervision roles
 2. demonstrate an understanding of relevant supervision requirements for one's level and form of practice.

9. Consultation and Interprofessional/Interdisciplinary Skills

- Trainees are expected to:
 1. demonstrate the ability to work as part of integrative teams with members from diverse backgrounds, such as other types of mental health professionals, client family members, or others from different backgrounds
 2. demonstrate knowledge and respect for the roles and perspectives of other professionals

Direct Entry Master of Science in Nursing (Hybrid)**Overview**

The pre-licensure Direct Entry Master of Science in Nursing (DEMSN) is designed for individuals who have a bachelor's degree in a discipline other than nursing and are interested in transitioning to a career in nursing. The curriculum builds upon knowledge and skills from other disciplines and prepares the graduate to be a leader among peers and interprofessional colleagues in the provision of professional nursing care. The University of Jamestown will accept transfer credits for students who meet the requirements presented in the College of Graduate Studies and Professional Studies (CGPS) catalog transfer credit policy.

Requirements to earn the degree of Master of Science in Nursing Degree

1. Successfully complete a minimum of 72 semester credit hours, all of which are 500 and 600-level courses.
2. Maintain an overall GPA of 3.0 or above.

3. Successfully complete the coursework prescribed in the major field of study with a C or above.
4. Complete a graduation application.

Residency Requirement for the DEMSN Degree

To fulfill the residence requirement, a minimum of 15-semester credits must be earned at the University of Jamestown. These credits may be earned entirely online, on campus, or in any combination thereof.

All students enrolled at the University of Jamestown who wish to complete courses at other academic institutions and to transfer those courses for credit to the University of Jamestown must have those courses pre-approved through the Registrar's Office. Whether a course corresponds in content and quality to a University of Jamestown course will be determined by the Registrar in conversation with the relevant Chair and the Program Director. A minimal expectation is that the course in question comes from a CHEA-approved regional accrediting association of schools and colleges that offers either associate or bachelor's degrees.

Major Field of Study

At least half of the candidate's major must be completed at the University of Jamestown; modification of this requirement may be made by the Chair with the consent of the DSON.

Graduation Application

A Graduation Intent Form must be submitted to the registrar at least one semester prior to graduation. This is the responsibility of the student. Forms are available in the Registrar's Office or the Chair's office for programs that are not located in Jamestown.

Commencement

Graduating students are expected to attend and participate

fully in graduation activities including baccalaureate and commencement ceremonies. Mid-year or other graduates unable to return for commencement may request their degrees in absentia by writing to the Dean of the CGPS.

Requirements

Core Courses

NRS 501	Introduction to Professional Nursing	4
NRS 510	Foundations of Professional Nursing Practice	6
NRS 506	Health and Physical Assessment	3
NRS 502	Healthcare Technologies and Informatics	3
NRS 531	Care Management I: Adult and Child Health	7
NRS 534	Nursing Care for Mental Health and Illness	4
NRS 530	Evidence Based Practice for Quality and Safety	3
NRS 533	Care Management II: Adult and Child Health	7
NRS 532	Nursing Care for the Childbearing Family	4
NRS 544	Care Management III: Adult and Child Health	7
NRS 545	Nursing Care for Populations and Communities	4
NRS 535	Healthcare Policy and Politics	3
NRS 602	Organizational Theory and Leadership	3
NRS 610	Advanced Pathopharmacology & Physical Assessment for the Nurse Leader	4
NRS 698	Professional Nursing Practice: Synthesis & Capstone Practicum	4
NRS 697	Leadership in Complex Healthcare Systems	4
NRS 606	Transcultural Nursing and Health Challenges	2

Subtotal: 72

Admission

Declaration of Major

The DEMSN student planning to apply to the nursing program is encouraged to declare nursing as a major at the time of application. Declared students receive important communication from the School of Nursing.

Admission and Progression

1. Students must apply and be accepted to the University of Jamestown prior to applying for acceptance into the nursing program.
2. Bachelor's degree in a discipline other than nursing conferred by a college or university accredited by an agency approved by the U.S. Department of Education. The C-GPA of the undergraduate degree must be 3.0 or above.
3. Prior to formal admission to the DEMSN program, the following prerequisite courses, or their equivalents, must be successfully completed with a grade of C or above within seven years of entry to the DEMSN program: Statistics, Developmental Psychology Courses outside of the seven-year window must be audited or reviewed by the program director on a case-by-case basis.
4. The following courses must be successfully completed with a grade of C or higher and with a cumulative average grade of B within seven years of entry to the DEMSN program: Anatomy and Physiology I (must include a lab component), Anatomy and Physiology II (must include a lab component), Microbiology (must include a lab component).
5. Anatomy and Physiology I and II (must include a lab component), Microbiology (must include a lab component), Statistics, and Developmental/Lifespan Psychology. Students who have received a grade lower than C in one prerequisite may repeat that course and still be eligible to apply for the DEMSN program. Students who have received a grade lower than a C in more than one prerequisite course will not be considered for admission into the nursing program. An applicant may petition for an exception to this rule if the failed prerequisite courses are more than five years out and have been retaken and received a grade of C or above.
6. If a student's undergraduate degree CGPA does not meet the minimum 3.0 requirement (no rounding will be applied) but is above 2.9, and the student meets all other program requirements, the student may take the TEAS (Version 7.0). If the student scores 75% or above (no rounding will be applied), the student will be considered qualified for admission. The student will be allowed a maximum of 3 attempts on the TEAS. It is the responsibility of the student to register, schedule and pay for the TEAS exam using

the link below. When registering for the TEAS choose “Remote Online” and then choose “ATI Remote Proctor-Nursing” for the student to take the exam on their own through the ATI system. The TEAS must be completed by the week prior to the start of the spring semester. Once the student completes the exam, they must share the score with the University of Jamestown by logging into their student ATI account and clicking “Send Transcript.”
 Link to ATI TEAS exam
 registration: <https://atitesting.com/teas>

7. Enrollment is limited. No candidate is excluded based on race, national origin, ethnicity, disability, religion, gender, veteran status, or sexual orientation.
8. The University of Jamestown reserves the right to rescind an admissions decision due to various circumstances deemed appropriate by the University; including, but not limited to personal behavior, social conduct that may poorly reflect the University of Jamestown values, and a criminal background check.
9. Prerequisites cannot be fulfilled via CLEP or PEP.
10. All official transcripts of credit transfers from other colleges and universities must be in the Registrar’s Office before entrance into the nursing program.
11. Following admission, a grade of C or above must be earned in all nursing courses. Refer to the *Readmission Policy* as stated below.
12. The University of Jamestown reserves the right to rescind an admissions decision due to various circumstances deemed appropriate by the University; including, but not limited to personal behavior, social conduct that may poorly reflect the University of Jamestown values and a criminal background check.
13. Admitted students are considered conditionally approved until all required documents are received, including all clinical requirements.

Readmission After Nursing Course Failure

After receiving one failing grade (C- or below) in a nursing course the student will be required to submit a letter requesting re-admission to the nursing program. The nursing faculty will meet and consider the student’s re-admission status. A decision will be made based on the student’s perceived ability to successfully progress through the major and to pass the NCLEX. Students who fail a nursing course are strongly advised to work with their

advisor to formulate a plan outlining actions to facilitate successful course completion. After receiving a C- or below in a subsequent nursing course, the student will be ineligible for continued progression through the major.

Fees and Expenses

In addition to tuition and general university fees, nursing students assume additional fees. Fees are attached to your bill each semester you are in the nursing program. Clinical fees and ATI (an integrated testing service utilized in the nursing department) fees are assessed each semester. A one-time lab supply fee will be charged with enrollment in Foundations of Professional Nursing Practice (NRSG 510).

You will be required to open an account with an external compliance tracker that will maintain and store your immunization records. Before you are formally admitted to the nursing program, a criminal background check will be required. The external compliance tracker and criminal background check are additional charges that you pay directly and are not billed for through the billing department.

All the above are required as part of the nursing program. Total fees and charges assessed by the billing department will be approximately \$3,700.00 over the course of the program.

Additionally, costs incurred to maintain the current immunization status, as required by the School of Nursing, are the responsibility of the student nurse. These costs will vary dependent on your health insurance coverage.

The University of Jamestown provides professional liability insurance for students admitted to the ASN, BSN, RN-BSN, and DEMSN nursing programs. Coverage applies while the insured is acting in his/her capacity as a student at the University. Students are expected to provide their own health insurance and required immunizations.

Disability Accommodation

Reasonable accommodation will be made for assisting students who have disabilities to fulfill clinical and professional requirements. The ultimate determination regarding the reasonableness of accommodations will be based on the preservation of client safety and the resources of the University of Jamestown and the School of Nursing. Students requesting disability accommodation should refer to the Office of Disability Services.

Plan of Study

Semester 1			
NRS 501	Introduction to Professional Nursing	4	
NRS 510	Foundations of Professional Nursing Practice	6	
NRS 506	Health and Physical Assessment	3	
NRS 502	Healthcare Technologies and Informatics	3	
Semester 2			
NRS 531	Care Management I: Adult and Child Health	7	
NRS 534	Nursing Care for Mental Health and Illness	4	
NRS 530	Evidence Based Practice for Quality and Safety	3	
Semester 3			
NRS 533	Care Management II: Adult and Child Health	7	
NRS 532	Nursing Care for the Childbearing Family	4	
NRS 535	Healthcare Policy and Politics	3	
Semester 4			
NRS 544	Care Management III: Adult and Child Health	7	
NRS 545	Nursing Care for Populations and Communities	4	
NRS 602	Organizational Theory and Leadership	3	
Semester 5			
NRS 610	Advanced Pathopharmacology & Physical Assessment for the Nurse Leader	4	
NRS 698	Professional Nursing Practice: Synthesis & Capstone Practicum	4	
NRS 697	Leadership in Complex Healthcare Systems	4	
NRS 606	Transcultural Nursing and Health Challenges	2	

competencies for professional nursing practice. DEMSN Student Learning Outcomes are congruent with contemporary RN roles which require novice nurses to be leaders among peers and interprofessional colleagues in the provision of professional nursing care. The DEMSN graduate will be prepared to apply evidence-based clinical judgement in the provision of safe, compassionate, and equitable healthcare services for culturally diverse patients within a variety of healthcare settings and complex healthcare systems.

The DEMSN student, upon graduation, will be able to:

1. Apply current evidence and sound clinical judgement in the provision of compassionate, patient-centered care in all healthcare settings.
2. Analyze the impact of social, political, economic, and technological trends on patient health behaviors, nursing practices, and the healthcare delivery system.
3. Collaborate with patients, families, and interdisciplinary team members to promote optimum states of health and wellness.
4. Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice.
5. Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care.
6. Promote patient and staff safety by utilizing quality improvement processes within complex systems of health care.
7. Utilize innovative technologies to enhance communication and access to equitable, holistic health services for individuals, families, and populations.

Outcomes**Direct Entry Master of Science in Nursing Student Learning Outcomes (SLO)**

DEMSN Student Learning Outcomes were derived from the Nursing Department's mission, philosophy, and core

Doctoral Degree Programs

PhD in Clinical Research (Online)

Overview

Program Details

As one of the only universities in the world with an accredited, all-online PhD in Clinical Research, University of Jamestown helps you advance in the field of your choice—without having to pause your career. In this program, you will master the skills necessary to conduct clinical trials, analyze research, and ensure the safety and efficacy of products, medication and information provided to the global society.

Earning your terminal degree in a broadly applicable program like Clinical Research means you can apply your knowledge to a range of disciplines, including government, higher education, healthcare, private industry, and beyond. You will not only learn how to critically analyze the literature and interpret evidence, but to design your own rigorous and ethical research projects—all while creating a repeatable and sophisticated methodology appropriate for dissemination at the national level.

Our Mission

Our mission is to provide students with rigorous academic preparation which produces independent investigators who can conceptualize research inquiry that positively impacts the University, community and global society. Students will gain the expertise needed to perform ethical data collection and analysis across a variety of disciplines and modalities.

Requirements

All cohorts for the Ph.D. matriculate in the fall of an academic calendar year. Students will then complete 2 full years (fall, spring, summer) and one partial year (fall, spring) to complete their PhD requirements, including thesis proposal and defense.

Required Core Courses

CRES 710	Introduction to Clinical Research	3
CRES 720	Biostatistics I	3
CRES 721	Biostatistics II	3
CRES 730	Design and Implementation of Clinical Trials	3
CRES 740	Ethics and Professional Issues	3

	in Clinical Research	
CRES 750	Epidemiology	3
CRES 760	Grant Writing for Clinical Research	3
CRES 770	Critical Evaluation of the Literature	3

Thesis Credits

(12 credit hours total + 1 credit hour optional extension as needed)

CRES 990	Dissertation I	3
CRES 991	Dissertation II	3
CRES 992	Dissertation III	3
CRES 993	Dissertation IV	3
CRES 994	Dissertation V	1

Leadership Track Courses

LDRS 500	Foundations of Leadership	3
LDRS 509	21st Century Health Care Systems and Policy	3
LDRS 621	Leading in Interprofessional Healthcare Teams	3
LDRS 622	Change and Innovation in Healthcare	3

Topics in Higher Education Track Courses

CRES 820	Instruction Strategies for Online Learning	3
CRES 821	Foundations of Higher Education	3
CRES 822	Instructional Strategies for the Adult Learner	3
CRES 823	Instructional Strategies for Continuing Professional Education	3

Health Services Research Track Courses

CRES 807	Public Policy for Health Services Research	3
CRES 830	Health and Bioinformatics	3
CRES 831	Health Policy and Systems Thinking	3
CRES 832	Healthcare Outcome Measurement and Quality Improvement	3

Admission and Costs

Application Information

Between September 7 and July 31 of a calendar year,

applicants can use the Allied Health Common Application System (AHCAS) to submit their application to the University of Jamestown Ph.D. in Clinical Research program. The requirements for admission are:

1. Undergraduate and graduate transcripts
2. Two essays
3. Selection of elective focus area
4. Recommendations (optional)

Program Costs

48 Credits Total

<https://accelerated.uj.edu/academics/programs/clinical-research/>

Plan of Study

First Year

Fall 1
CRES 710 Introduction to Clinical Research 3

Fall 2
CRES 770 Critical Evaluation of the Literature 3

Spring 1
CRES 740 Ethics and Professional Issues in Clinical Research 3

Spring 2
CRES 730 Design and Implementation of Clinical Trials 3

Summer 1

Choose from the following electives (must take at least one)

CRES 807 Public Policy for Health Services Research 3

CRES 821 Foundations of Higher Education 3

LDRS 500 Foundations of Leadership 3

Summer 2

Choose from the following electives (must take at least one)

CRES 831 Health Policy and Systems Thinking 3

CRES 822 Instructional Strategies for

LDRS 509 the Adult Learner 21st Century Health Care Systems and Policy 3

Second Year

Fall 1
CRES 720 Biostatistics I 3

Fall 2
CRES 721 Biostatistics II 3

Spring 1
CRES 750 Epidemiology 3

Spring 2
CRES 760 Grant Writing for Clinical Research 3

Summer 1

Choose from the following electives (must take at least one)

CRES 822 Instructional Strategies for the Adult Learner 3

CRES 830 Health and Bioinformatics 3

LDRS 621 Leading in Interprofessional Healthcare Teams 3

Summer 2

Choose from the following electives (must take at least one)

CRES 823 Instructional Strategies for Continuing Professional Education 3

CRES 832 Healthcare Outcome Measurement and Quality Improvement 3

LDRS 622 Change and Innovation in Healthcare 3

Third Year

Fall 1
CRES 990 Dissertation I 3

Fall 2
CRES 991 Dissertation II 3

Spring 1
CRES 992 Dissertation III 3

Outcomes

Students who successfully complete a PhD in Clinical

Research at the University of Jamestown will:

1. Demonstrate profound knowledge of the disciplines inherent to performing ethically based and rigorous clinical research.
2. Disseminate dissertation research that will achieve acceptance for dissemination at local and national level conferences and through peer reviewed journals.
3. Apply local and federal guidelines that ensure safety and efficacy of products, medication and information provided to the global society.
4. Appraise evidence in their respective fields.
5. Define the value of data provided in evidence publications and presentations based on their extensive knowledge of research methodology and data analysis.
6. Explain the importance of racial, ethnic, gender, age, socioeconomic and educational diversity in data collection, analysis, and research to produce results that are generalizable to the global community.
7. Participate in their professional associations as evidenced by active membership and participation in local or national conferences or other forms of dissemination prior to graduation.
8. Evaluate technology available for data collection and analysis, including survey instruments and statistical software.

LDRS 701	Leadership Navigating Organizational Strategy & Design	3
LDRS 702	Global Leadership: Cultural Intelligence	3
LDRS 703	Leading Organizations: Culture & Climate	3
LDRS 704	Followership: Team & Group Dynamics	3
LDRS 705	Guiding Organizational Behavior: Motivation & Influence	3
LDRS 706	Leading People: Modern Approaches to Personnel	3
LDRS 707	Leading Organizational Change: Complexity, Readiness, & Resilience	3
LDRS 708	Analytics & Assessment Tools for Organizational Leadership	3
		Subtotal: 27

Research Core

3 courses, 9 credits

LDRS 790	Strategies & Techniques for Data-driven Solutions	3
LDRS 791	Action & Project-based Research	3
LDRS 792	Scholarly & Critical Inquiry	3
		Subtotal: 9

Residencies

4 courses, 3 credits

LDRS 780	Coaching Theory & Practice	1
LDRS 781	Consulting Theory & Practice	1
LDRS 782	The Academic Professional: A Collegial Culminating Experience	0
LDRS 783	The Academic Professional: A Collegial Culminating Experience Residency	1
		Subtotal: 3

Project Core

2 + courses, 6+ credits

LDRS 870	Research Project 1	3
LDRS 871	Research Project 2	3
LDRS 872	Research Project Completion Extension	1
		Subtotal: 6-18

Doctor of Leadership (Online)

Overview

Unruh School of Character in Leadership Mission Statement

As an academic community dedicated to pursuing knowledge in an atmosphere of Christian love, the University of Jamestown recognizes the need for leaders of integrity and courage. The Unruh School of Character in Leadership prepares students by developing the knowledge, values, attitudes, and skills that enable them to live and lead with character and integrity.

Requirements

Common Core

9 courses, 27 credits

LDRS 700	Contemporary Issues in	3
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Non-profit Leadership Concentration			
LDRS 732	Non-profit Funding: Fundraising and Grant Writing		3
LDRS 730	Non-profit Management and Leadership Strategies		3
LDRS 731	Non-profit Performance Measurement and Innovation		3
			Subtotal: 9

Coaching & Consulting Leadership Concentration			
LDRS 720	Essential Fundamentals for Modern Coaching		3
LDRS 721	The Innovative Consultant: Principles for Success		3
LDRS 722	Contemporary Trends in Coaching and Consulting		3
			Subtotal: 9

Individually Designed Concentration

The professional doctorate allows students to individually design a concentration to best fit their professional goals. Students must select three doctoral-level courses from any courses offered at the University of Jamestown Graduate and Professional School. Individually designed concentration plans must be submitted to and approved by the program director at least one semester before starting the concentration courses.

Subtotal: 9
Subtotal: 54

Admission

- Minimum 3.0 graduate GPA
- Completed master's degree from an accredited university
- Application
- Transcripts
- Resume
- 4-5 years of professional experience
- Written statement of purpose
- Academic writing sample

Plan of Study Outcomes

PSLO 1-Theoretical Design: Students will apply theory in critically understanding professional leadership and followership development and organizational assessment

and change. (meets GPLOs 1, 2, 3, 4, 5, 6)

PSLO 2- Development of Research-based Applications: Students will develop working models for individual leadership, followership, or organizational assessment and development. (meets GPLOs 3, 4, 5, 6)

PSLO 3-Ethical Guidance: Students will understand how to guide diverse groups and organizations through analyzing and evaluating ethical challenges. (meets GPLOs 1, 2, 3, 6)

PSLO 4-Follower Development: Students will understand current leadership application trends and develop organizational, leadership, and followership assessment and development programs for implementation. (meets GPLOs 1, 2, 4, 5, 6)

Doctor of Physical Therapy

Overview

Mission Statement

Our mission is to integrate education, research, and clinical practice to provide sound professional preparation in order to graduate physical therapists who are competent, compassionate, and ethical and who will serve their patients/clients and communities through the practice of quality, evidence-based physical therapy.

Our Vision

The University of Jamestown Physical Therapy program will create an environment of critical thinking and innovation to:

- Enhance the student experience and learning opportunities
- Promote excellence in evidence-based practice and clinical research
- Promote community health and wellness

Licensure and Other Information

The Physical Therapy Program is a residential program. Students must attend classes in person at the Fargo campus.

- Students who graduate from the Physical Therapy Program at the University of Jamestown are able to obtain licensure in all 50 states within the United States. Thus, the Physical Therapy Program meets the licensure requirements in any state where a student

wishes to obtain licensure.

- The Physical Therapy Program is accredited by Commission on Accreditation in Physical Therapy Education (CAPTE), a national accrediting body. Students who graduate from the physical therapy program take a National Physical Therapy Examination (NPTE), which is regulated by a national licensing authority in physical therapy, the Federation of State Board of Physical Therapy (FSBPT). The FSBPT performs regulatory functions in accordance with accepted statutes.
- University of Jamestown Physical Therapy Program is an NC-SARA participant. This participation allows for effective and efficient reciprocal state-level education. This agreement allows students to travel to other NC-SARA states for clinical experiences.

CAPTE Accreditation

The Physical Therapy Program at the University of Jamestown is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call 701-356-2136 or email ptadmissions@uj.edu.

Requirements

Students in the DPT program are expected to complete 118 credit hours over the course of 8 semesters in order to graduate from the program.

Program Requirements in order to Graduate

There are several requirements that must be fulfilled in order to graduate from the program. All of these requirements are completed throughout the curriculum:

- Complete and pass all required didactic coursework.
- Complete and pass all required clinical experiences.
- Pass a PEAT (practice board exam).
- Complete 50 hours of volunteer activities.
- Complete all Professional Behavior forms utilized during advising meetings.
- Complete electronic portfolio, and present to their academic advisor.

Required Courses

PT 711	Human Anatomy for Physical Therapy	4
PT 712	Physiology, Pathology, & Pharmacology I	4
PT 713	Physiology, Pathology, & Pharmacology II	4
PT 741	Clinical Assessment I	4
PT 742	Clinical Assessment II	4
PT 751	Theory of Exercise	2
PT 752	Biomechanics and Kinesiology	4
PT 753	Therapeutic Interventions	4
PT 769	Evidence-Based Practice I	2
PT 781	Clinical Ed Theory I	1
PT 782	Clinical Ed Theory II	2
PT 783	Clinical Ed Theory III	1
PT 784	Clinical Ed Theory IV	1
PT 785	Clinical Ed Theory V	1
PT 830	Geriatrics for Physical Therapy	2
PT 851	Neuroscience for Physical Therapy	4
PT 852	Acute Care for Physical Therapy	2
PT 853	Cardiopulmonary Physical Therapy	3
PT 854	Integument for Physical Therapy	2
PT 861	Musculoskeletal I	4
PT 862	Musculoskeletal II	4
PT 871	Evidence-Based Practice II	2
PT 872	Evidence-Based Practice III	2
PT 881	Clinical Experience I	6
PT 882	Clinical Experience II	6
PT 883	Clinical Experience III	6
PT 884	Clinical Experience IV (12 weeks)	12
PT 891	Communication in Physical Therapy	2
PT 892	Health and Wellness in Physical Therapy	2
PT 893	Advanced and Specialty Topics in Physical Therapy	1
PT 894	Clinical Imaging for Physical Therapy	2
PT 895	Comprehensive Case Management	2
PT 930	Administration for Physical Therapy	2
PT 941	Physical Rehabilitation I	4
PT 942	Physical Rehabilitation II	4
PT 961	Pediatrics for Physical	4

	Therapy	
PT 970	Physical Therapy Seminar	1
PT 943	Vestibular Rehabilitation	1

PT 881, PT 882, and PT 883: 6 weeks

PT 884: 12 weeks

Subtotal: 118

Admission and Costs

Doctor of Physical Therapy Program Admission Information

There are two avenues to be admitted into University of Jamestown Doctor of Physical Therapy Program.

1. Direct Entry: Applications submitted as a senior in high school or undergraduate at the University of Jamestown, can be accepted to the Physical Therapy Program without applying through PTCAS (see below). The Physical Therapy Program will hold a position for the applicant, pending successful graduation from the University of Jamestown.
2. PTCAS.org: Application through the Physical Therapist Centralized Application Service.

Individuals wishing to apply to the Doctor of Physical Therapy Program for admission need to apply using the PTCAS online application. The PTCAS application will be available in July each year on the PTCAS website at www.ptcas.org.

The University of Jamestown Physical Therapy Program will hold interviews in November and February each year. The deadline to submit applications for the November interviews is October 1; the deadline for February interviews is December 31. Applications will be accepted and reviewed on a rolling basis until May 1 or until the class is full.

Information to complete the application needs to be entered and/or uploaded into PTCAS by the application deadline. Upload all required documents into PTCAS for processing; do not mail documents to the Program. Incomplete applications are not accepted.

Qualified applicants will be invited to interview at University of Jamestown in the fall or spring prior to beginning the Program. All costs associated with this interview are the responsibility of the applicant.

University of Jamestown Doctor of Physical Therapy Program gives priority to graduates of University of

Jamestown, Jamestown, ND; and gives preference to graduates of Minnesota State University Moorhead, Moorhead, MN; Concordia College, Moorhead, MN; and North Dakota State University, Fargo, ND.

with applicants will be via the contact information provided in PTCAS.

Admission to the Program is determined on the following criteria:

- Completion of a bachelor’s degree from an accredited institution prior to matriculation
- Official transcripts from all higher learning institutions that you have attended
- A minimum GPA of 3.00/4.00 in all undergraduate courses (GPA calculation includes repeated courses)
- A minimum GPA of 3.00/4.00 in all prerequisite courses listed in the prerequisite table; GPA calculation includes repeated courses).
- Strongly encouraged to complete of a minimum of 40 hours observation, volunteer, and/or paid work in a physical therapy setting
- Signed Essential Function Requirements form
- Personal essay
- Two letters of recommendation:
 - One from work supervisor or professor
 - One from licensed physical therapist or professor in major

All coursework and a bachelor’s degree from an accredited institution in the United States must be completed by June 1 prior to beginning the Doctor of Physical Therapy Program. TOEFL scores are not required of candidates who have attended and graduated from an accredited US institution.

University of Jamestown protects applicant rights, including due process. If an individual feels that he or she has been treated unfairly in the admissions process, he or she may wage a complaint with the Admissions Review Committee. The Admissions Review Committee is composed of the Director of the Physical Therapy Program and the Provost.

Doctor of Physical Therapy Prerequisites

Eight of the eleven prerequisite classes must be successfully completed by the end of the fall semester prior to beginning the Doctor of Physical Therapy Program.

All coursework, including a bachelor's degree from an accredited institution, must be completed prior to beginning the program.

Any coursework completed after the fall semester will not count toward cumulative or prerequisite GPA calculations, but will need to be completed and meet minimum requirements prior to matriculation

Prerequisite Table

Minimum Required Semester Hours	Prerequisite	Acceptable Courses (see prerequisite for lab requirement)	University of Jamestown Equivalents
8 Total Semester Hours	Human Anatomy and Physiology I with Lab OR Human Anatomy with Lab	Human Anatomy and Physiology IOR Human Anatomy <i>Either option MUST be completed in biology, neuroscience, anatomy, or integrated physiology department</i>	BIOL 208
	Human Anatomy and Physiology II with Lab OR Human Physiology with Lab	Human Anatomy and Physiology IIOR Human Physiology <i>Either option MUST be completed in biology, neuroscience, anatomy, or integrated physiology department</i>	BIOL 209
8 Total Semester Hours	General Biology I with Lab	Cell Biology or General Biology I	BIOL 150

	General Biology II with Lab	Cell Biology, Embryology, General Biology II, Genetics, Histology, Immunology , Microbiolog y, Molecular Biology, Zoology <i>Bota ny not accepted</i>	BIOL 151
8 Total Semeste r Hours	General Chemistry I with Lab	General Chemistry I	CHEM 133
	General Chemistry II with Lab	General Chemistry II, Biochemistr y, Inorganic Chemistry, Organic Chemistry	CHEM 134
8 Total Semeste r Hours	Physics I with Lab	Physics I	PHYS 143 or PHYS 203
	Physics II with Lab	Physics II	PHYS 144 or PHYS 204
3 Total Semeste r Hours	General Psychology	General Psychology	PSYC 101
3 Total Semeste r Hours	Lifespan Development OR Abnormal Psychology	Developmen tal Psychology	PSYC 203 or PSYC 302
3 Total Semeste r Hours	Statistics	Business Statistics, Math Statistics, Psychology Statistics, or Biostatistics	PSYC 202 or MATH 205

Program Costs

Tuition

<https://www.uj.edu/academics/programs/dpt/>

Books

Cost for books will vary dependent on the faculty member teaching the course and requirements for the curriculum.

Technical and Professional Fees

Includes Technology, APTA Membership, ExamSoft, Exxat, background check, graduation, and clinical education fees.

Enrollment Deposit

This is a one-time \$400 charge, applied to the first semester tuition bill.

**Additional costs may be associated with transportation and housing related to clinical experiences.

Transfer Credit Policy

University of Jamestown Physical Therapy Program does not accept courses in transfer for program credit.

Plan of Study

First Year

Fall

PT 711	Human Anatomy for Physical Therapy	4
PT 741	Clinical Assessment I	4
PT 752	Biomechanics and Kinesiology	4
PT 769	Evidence-Based Practice I	2
PT 781	Clinical Ed Theory I	1
		Subtotal: 15

Spring

PT 712	Physiology, Pathology, & Pharmacology I	4
PT 742	Clinical Assessment II	4
PT 751	Theory of Exercise	2
PT 753	Therapeutic Interventions	4
PT 782	Clinical Ed Theory II	2
		Subtotal: 16

Summer

First 6 weeks		
PT 881	Clinical Experience I	6

Second 6 weeks

PT 783	Clinical Ed Theory III	1
PT 853	Cardiopulmonary Physical Therapy	3
PT 871	Evidence-Based Practice II	2
		Subtotal: 12

Second Year

Fall

First 10 weeks

PT 713	Physiology, Pathology, & Pharmacology II	4
PT 851	Neuroscience for Physical Therapy	4
PT 852	Acute Care for Physical Therapy	2
PT 891	Communication in Physical Therapy	2

Last 6 weeks

PT 882	Clinical Experience II	6
		Subtotal: 18

Spring

PT 784	Clinical Ed Theory IV	1
PT 830	Geriatrics for Physical Therapy	2
PT 861	Musculoskeletal I	4
PT 892	Health and Wellness in Physical Therapy	2
PT 941	Physical Rehabilitation I	4
		Subtotal: 13

Summer

First 6 weeks

PT 854	Integument for Physical Therapy	2
PT 894	Clinical Imaging for Physical Therapy	2
PT 930	Administration for Physical Therapy	2
PT 943	Vestibular Rehabilitation	1

Second 6 weeks

PT 883	Clinical Experience III	6
		Subtotal: 12

Third Year

Fall

PT 785	Clinical Ed Theory V	1
PT 872	Evidence-Based Practice III	2

PT 862	Musculoskeletal II	4
PT 942	Physical Rehabilitation II	4
PT 961	Pediatrics for Physical Therapy	4
		Subtotal: 15
Spring		
PT 884	Clinical Experience IV (12 weeks)	12
PT 894	Clinical Imaging for Physical Therapy	2
PT 895	Comprehensive Case Management	2
Final Week		
PT 970	Physical Therapy Seminar	1
		Subtotal: 118

Program Policies

Academic Standards

Each student is in good standing in the Program if he or she maintains a cumulative GPA of 3.0. A grade of D or F constitutes an unsatisfactory grade in the physical therapy courses. A student receiving a D or F does not progress to courses for which the failed course is a prerequisite.

Readmission after PT Course Failure

A student does not continue in the Program after receiving one D or F in a physical therapy course. The student will have to repeat and pass the failed course the next time it is offered. A student who fails a physical therapy course is strongly advised to work with their advisor to formulate a plan outlining actions to facilitate successful course completion.

After receiving a D or an F in a subsequent physical therapy course, a student will be ineligible for continued progression through the Program and is subject to dismissal.

Probation

A student is on probation when his or her cumulative GPA drops below 3.0. A student will have one semester to raise his or her cumulative GPA to 3.0. If after that semester the cumulative GPA is still below 3.0, the student may be subject to dismissal from the Program. A student may be unable to attend a clinical experience (PT 881, PT 882, PT 883, or PT 884) while on probation.

A student may be placed on probation when the student does not meet the Professional Behavior Action Plan guidelines. A student will have one semester to meet the Professional Behavior Action Plan guidelines. If after that

semester the guidelines are not met, the student may be subject to dismissal from the Program. A student may be unable to attend a clinical experience (PT 881, PT 882, PT 883, or PT 884) while on probation.

Examinations and Quizzes

Personal calculators or other electronic devices are not allowed during exams or quizzes unless approved by the faculty member teaching the course.

Each student will also be required to leave his or her backpack in the front of the classroom or in his or her locker.

Each student will be required to turn his or her mobile phone off, remove his or her watch, and leave both in his or her backpack. All other electronic devices must be left in his or her backpacks with the exception of a laptop or tablet required for an electronic examination.

Types of Examinations

The Program utilizes two types of examinations: written examinations and skill-related practical examinations. The faculty member teaching the course determines the number, type, and schedule of examinations. Check the course syllabus for information.

The practice of physical therapy requires the integration of information presented in all courses. Consequently, both written and practical examinations may include questions that require the student to use knowledge and skills from previous as well as concurrent courses.

1. Written Examinations

- Written examinations are either hard copy or electronic via ExamSoft. The faculty member teaching the course will indicate the method required. If ExamSoft does not operate properly on your computer, several computers are available in the Program office to check out for the examination.

2. Practical Examinations

- Any course with a laboratory component may include at least one skill-related practical examination. Practical examinations may be scheduled outside of regular class time at the discretion of the faculty member teaching the course. Many practical examinations are pass or fail. If the practical is not pass or fail, faculty have adopted a consistent policy that each student must earn a grade of at least 84% on each physical therapy skill-related practical exam. If a student receives a grade below 84% or fails due to safety reasons, the student must take a reexamination. The student receives the minimum grade of 84% after

passing the reexamination.

Retaking a Practical Examination

Prior to the practical reexamination, the student must meet with the faculty member teaching the course to identify deficiencies and to develop strategies to master the material. The format of the practical reexamination is at the discretion of the faculty member teaching the course. The format, however, will be the same for every student that needs to take a specific practical reexamination.

Only one reexamination per practical examination will be allowed per student. The faculty member teaching the course and one additional faculty member will give the reexamination. The skills and knowledge to perform adequately and safely on practical examinations are critical to the practice of physical therapy. For that reason, if a student fails a given practical examination twice, that student will fail the course and may be subject to dismissal from the Program.

Grading Scale

Each course syllabus includes grading information. Every student will be informed in each course of the methods to be used to evaluate his or her performance. All courses, for which a standard letter grade is given, will use the following scale:

- A: 92 – 100%
- B: 84 – 91%
- C: 76 – 83%
- D: 68 – 75%
- F: 0 – 67%

Incompletes

A grade of Incomplete may be granted when a student is temporarily unable to complete course requirements or take a final examination due to unusual personal circumstances. Incompletes in classroom courses must be finished within four weeks of the beginning of the next semester, unless there is an extenuating circumstance that has been discussed with the faculty member teaching the course and the Program Director. Incompletes in clinical courses are outlined in the [Clinical Education Handbook](#).

Volunteer Service Hours

All DPT students are required to complete a minimum of 50 hours of volunteer service during their enrollment in the program. Volunteer service is any activity that serves others in the community, and the student does not receive any financial compensation. Students may earn volunteer hours by serving the community (i.e., working at HERO, or helping a community member with their home

exercises), the program (i.e., being a Student Teaching Assistant), and their profession (i.e., as a UJPTSO class officer). See Program Resources in MyUJ for complete details. These hours are tracked using the form: UJPT Documentation of Volunteer Experience Hours. Student participation is tracked as part of PT 785 Clinical Education Theory V.

Passing a PEAT

All DPT students are required to pass a PEAT, a practice physical therapy board examination, prior to graduation. The Program provides two PEAT examinations for students to take. If the student does not pass either of those examinations, the student is required to purchase a PEAT from the FSBPT. This information is tracked as part of PT 970 Seminar.

Taking the NPTE Prior to Graduation

Students are allowed to take the NPTE prior to graduation. To do so, students must meet all of the following criteria:

1. Participate in NPTE Preparatory course provided by UJPT
2. Pass the first PEAT that is provided by the program (through FSBPT, the Academic PEAT)
3. Be in good academic standing:
 - Coursework GPA above 3.0
 - Pass all clinical experiences to date, without remediation
 - Not currently on an academic action plan or probationary status
4. Approval from the Program Director and the core faculty

Once the student meets the program requirements stated above, the student may register to take the NPTE. The student will follow the registration process as outlined by the appropriate state licensing board and FSBPT. Students should register for licensure in the state where they plan to practice as a physical therapist. However, it may be easier to register in North Dakota, which is part of FSBPT's Alternate Approval Pathway (AAP), then transfer state licensure after graduation.

Upon graduation, the student must complete any requirements outlined by the appropriate state licensing board (i.e., submitting final transcript with degree conferred).

Students that do not meet the requirements may appeal to

the PD and will be considered on an individual basis. To appeal, the student must email the PD and explain why they believe they should be allowed to take the NPTE. Supporting evidence should be included in the explanation. The email must be received no later than one week after taking the PEAT. A decision will be made by the PD no later than one week after receipt of the email appeal.

Graduation

A graduation intent form must be completed and submitted to the Registrar's Office by April 30, one year prior to the expected date of graduation. This is the responsibility of the student. Forms are available from the Registrar's Office. Each student must have a graduation intent form on file in the Registrar's Office in order to be considered a candidate for graduation.

Graduate students are to attend and participate fully in graduation activities including baccalaureate and commencement ceremonies. Information regarding graduation and regalia will be provided by the Program the fall semester before graduation.

The formal conferring of degrees for the year occurs at the Commencement Ceremony in May.

Graduation Rate

The following information is provided in accordance with Public Law 101-542, the "Student Right to Know Act" and by CAPTE. The most recent graduation rate for the Physical Therapy Programs are posted on the Program website under Graduate Outcomes tab

Graduation Fee

The graduation fee helps to cover the costs associated with commencement and the graduation of the student. It does not include graduation regalia; the cost for the hood and tam is the responsibility of the student. The Program has robes available for use; however, a student may choose to purchase their own.

Health Policies

The Program requires the following health records for participation in Program activities and clinical experiences. Each student must provide a document showing proof of each upon entrance to the program and subsequent documents to maintain current health records throughout the program:

- Good health statement: dated and signed statement from provider (physician, NP, PA) verifying that the student has been examined and found to be in good health for participation in the Physical Therapy

Program. This statement is required one time, prior to entering the program, unless the student has experienced a change in health status, in which case a new statement of good health for participation will be necessary.

- Three Hepatitis B Vaccinations or report of a positive antibody titer (blood draw)
- MMR vaccinations (measles, mumps, rubella).
- Varicella vaccination or evidence of serologic evidence of immunity (blood draw)
- Tdap (tetanus, diphtheria, pertussis) vaccination within the past 10 years.
- Seasonal influenza vaccination or documentation from primary health care provider if student is medically unable to receive influenza vaccination.
- COVID-19 Vaccination
- Negative Tuberculosis (TB) blood test and annual negative TB skin or blood test
- Chest x-ray and appropriate medical follow-up required if positive TB test
- Any additional requirements specified by your clinical site, for example, a drug screen.
- Medical or religious exemptions from vaccinations require completion of the Student Immunization Request Form, which may be obtained by contacting the Program Director

Violations of Law and Student Conduct Regulations

Students may be accountable to both civil authorities and to the University for acts which constitute violations of law and of this Code. Student conduct proceedings at the University will normally proceed while criminal proceedings are pending and will not be subject to challenge on the ground that criminal charges involving the same incident have been dismissed or reduced.

Academic Regulations

Student Attendance

The Program prepares a student for a professional role. Regular attendance and punctuality in all components of physical therapy are essential and required of all students. A Student Absentee Request Form must be completed if a student must miss class.

The sequential nature of the physical therapy curriculum

makes it difficult to make up missed course requirements. The professional commitment and obligation of a student for the clinical portions of the curriculum preclude the options of a student for voluntary absences permitted in many university classes. Hence, it is understood that responsibility for meeting academic obligations as part of the educational program rests on the student.

If a student is ill, they must notify the faculty member teaching the course as soon as possible by a phone call or email.

If a student arrives late to class, they are expected to inform the faculty member teaching the course the reason for being late at a class break or the end of class. The faculty member completes a Student Encounter Form that will be placed in the student's file.

The third time a student is late for his or her scheduled course, it is reported to his or her advisor. The advisor will set up a meeting with the student to discuss it as a reoccurring problem.

Please be aware that scheduled class days and times may change or be moved, based on necessity or extenuating circumstances. If class days and times need to change, the lead instructor will notify the students as soon as possible of the change.

The Program recommends that students do not hold a job while enrolled as coursework must be a priority. Students that do choose to work must have flexibility with their job and be able to adjust their schedule to be available for all class sessions. If a change in meeting time for a regular scheduled class causes a conflict with a student's work obligation, the student must contact the course instructor(s).

Student Attendance and Professional Behaviors During Online Classes

For all online coursework, it is recommended that students create a distraction-free workstation where they can attend class without disruptions from family, friends, roommates, or pets. It can be in a location of the student's choice, but keeping a consistent distraction-free workstation will help students focus on their coursework. This workstation should have reliable internet service.

To facilitate an effective classroom environment in an online format, the following policies are:

1. Attendance during online classes is required.
2. Students are expected to be logged in and prepared for class by the scheduled start time. Everything you need for class should be ready at your work station.
3. Camera **MUST** be on, unless your instructor informs you that you can turn it off.
4. Audio should be muted, except when you are speaking with classmates or the instructor.

5. Position yourself in a way that you can view your screen, participate in class, and take notes as needed.

6. Do not move around the room or complete other tasks during class time. Anything that diverts your attention from class is unacceptable (i.e. talking to someone else in the room, viewing or listening to another device, playing with a pet, etc.)

7. Breaks will be provided for you to move around, use the bathroom, refill drinks, get a snack, etc.

Failure to comply with these guidelines could result in a Student Encounter Form, and repeated offenses could result in a Professional Behavior Action Plan. Failure to comply with the Professional Behavior Action Plan may result in the student being placed on Program probation for professional behavior reasons.

Attendance and punctuality in all components of physical therapy are essential and expected of all students. The same policies apply to online classes. You must be present and prepared for class in the same way you would for a face-to-face class. We also must remind you of the importance of adhering to professional and academic standards during online classes.

Student Absentee Request Policy

A student requesting absence from his or her scheduled course(s) will submit a self-remediation plan via email to the faculty member(s) teaching the course(s) the student will be absent from with the information listed below.

In the event the student is ill, the student will submit a self-remediation plan via email to the faculty member(s) teaching the course(s) upon return to class.

All of the information below must be included in the email to the faculty member(s) teaching the course(s):

- Name
- Date request made
- Reason for request, including date(s) of event
- Date(s) absent from class
- Justification for attendance at event
- Coursework that will be missed
- Self-remediation plan

After this has been received and reviewed by faculty members, they may approve, modify, or deny the request. Faculty members will determine if the self-remediation plan is acceptable.

A copy of the written request and the faculty members' final decision will be attached to a Student Encounter Form (Appendix 5) and placed in the student's file.

If the request is approved, the student will be excused from class and is expected to complete the remediation plan.

If the request is denied, the student will be expected to attend class.

If the request is denied and the student chooses not to attend class, the student will receive a zero for any coursework that day and an additional Student Encounter Form will be placed in the student's file documenting the unexcused absence.

Leave of Absence

If it should become necessary for a student to withdraw from the University for extenuating circumstances in their personal life (for example, medical issues with the student or family member, family death, etc.), and they find it difficult to be successful in the Program, the student may request a leave of absence from the Program.

Poor academic performance alone does not qualify for a leave of absence.

Typically, this leave of absence would be one year in length, due to the progressive nature of the curriculum. Any student contemplating taking a leave of absence should discuss this with his or her faculty advisor. The advisor will also work with the student to ensure that they are receiving all appropriate support services from the University.

A student who requests a leave of absence must submit a letter of request to the Program Director. The request must include:

- The reason for the request
- The length of leave being requested
- The student's proposed plan of remediation of the problem which necessitates withdrawal

Because of the unique nature of such situations, each case will be handled individually. Once the decision has been made, the student will be notified in writing. The letter of notification will include the following:

- The decision, including length of leave granted
- Any conditions to be met by the student
- An outline of the student's options regarding the consequences of the leave of absence

Appeal Process

Any exceptions to policies in this catalog must be requested through the petition process. Petitions are available in the Registrar's Office or the office of the Program Director. Petitions should be filled out completely with any supporting information attached and returned to the Registrar's Office.

Decisions regarding appeals will be made by the Program Director. If any question remains, the Program Director may refer the matter to the Provost who may, if he or she feels it is necessary, consult with the Executive Committee of the Faculty Senate. The decision of the Provost will be final in all cases.

Outcomes

Student and Graduate Goals and Expected Outcomes:

Goal 1: Students and graduates will demonstrate competent, evidence-based physical therapy practice.

Expected Outcomes – Students and graduates will:

- Demonstrate knowledge required for entry-level physical therapy practice.
- Demonstrate skills required for entry-level physical therapy practice.
- Integrate patient values and circumstances, clinical expertise, and scientific literature to provide evidence-based physical therapy.

Goal 2: Students and graduates will demonstrate professional, compassionate, and ethical physical therapy practice.

Expected Outcomes – Students and graduates will:

- Exhibit professional conduct and behaviors consistent with the APTA Core Values.
- Adhere to professional standards as defined by the APTA Code of Ethics.

Goal 3: Students and graduates will serve their communities and the physical therapy profession.

Expected Outcomes – Students and graduates will:

- Engage in service to their communities.
- Demonstrate commitment to the physical therapy profession.

Program Goals and Expected Outcomes:

Goal 1: The Program will integrate education, research, and clinical practice to provide sound professional development.

Expected Outcomes – The Program will:

- Deliver a curriculum that aligns with national standards and evidence-based physical therapy practice.
- Facilitate scholarly activities through professional development opportunities and allocation of appropriate resources.
- Provide diverse opportunities for clinical practice and

experience.

Goal 2: The Program will create an atmosphere of self-discipline, responsibility, and concern for the continuing growth of the individual.

Expected Outcomes – The Program will:

- Create an environment to maximize individual professional growth.
- Provide opportunities to enhance self-discipline and responsibility.

Goal 3: The Program will demonstrate a commitment to community service.

Expected Outcomes – The Program will:

- Engage with community partners to deliver relevant community service.
- Sustain formal community affiliations.

Faculty Goals and Expected Outcomes:

Goal 1: Faculty will demonstrate effective teaching consistent with the dynamic nature of physical therapy practice.

Expected Outcomes – Faculty will:

- Demonstrate effective teaching.
- Integrate content expertise and current scientific evidence into teaching.
- Engage in professional development related to teaching and learning.

Goal 2: Faculty will contribute to the scientific body of knowledge through scholarly activities.

Expected Outcomes – Faculty will:

- Engage in an ongoing scholarly agenda.
- Disseminate scholarship.

Goal 3: Faculty will serve their university, communities, and the physical therapy profession.

Expected Outcomes – Faculty will:

- Engage in service to the university and community.
- Demonstrate commitment to the physical therapy profession.

Graduate Certificates

The College of Graduate and Professional Studies offers several programs at the undergraduate and graduate levels through the university's UJ Accelerated division.

Mission Statement

The University of Jamestown's Division of UJ Accelerated provides targeted educational programs designed to bridge high-demand professions with high-quality career preparation. Through a comprehensive offering of stackable credentials, certificates, and online programs aligned with market needs and expectations, UJ Accelerated provides the opportunity for learners to amplify their education and experience in order to advance their career opportunities.

Certificates

UJ Accelerated offers both undergraduate and graduate certificates.

Undergraduate Certificates: Advanced Cybersecurity, Advanced Full Stack Developer, CompTIA A+, Cybersecurity Fundamentals, Digital Marketing and Analytics, Full Stack Developer, IT Service Management, Project Management, Psychology for Health Care Professionals

Graduate Certificates: Biomechanics and Movement Science, Business Leadership, Clinical Research, Health Professions Education, Health Services Research, Healthcare Leadership, Non-Profit Leadership, Sports Leadership

Certificate costs and additional details: <https://accelerated.uj.edu/certificates/>

Graduate Certificate in Business Leadership

Overview Requirements

LDRS 500	Foundations of Leadership	3
LDRS 506	Leadership: Strategy, Innovation and Imagination	3
LDRS 601	Advanced Strategic and Human Resources	3

LDRS 602	Management International Business	3
		Subtotal: 12

Outcomes

Students will:

1. Understand the influence of ethics and values on leadership, articulate personal motivating values, and evaluate decisions made in light of that understanding.
2. Master leadership concepts including theories/skills, power, justice/forgiveness, diversity, global ethics, situational influence, and creativity and apply them in a business context.
3. Engage in academic and practical research within the field of business leadership.

Graduate Certificate in Clinical Research

Overview Requirements

Choose one other course from the core Clinical Research PhD curriculum:

CRES 730	Design and Implementation of Clinical Trials	3
CRES 740	Ethics and Professional Issues in Clinical Research	3
CRES 750	Epidemiology	3
CRES 760	Grant Writing for Clinical Research	3
CRES 770	Critical Evaluation of the Literature	3

Required Core Courses

CRES 710	Introduction to Clinical Research	3
CRES 720	Biostatistics I	3
CRES 721	Biostatistics II	3

Subtotal: 12

Outcomes

Students who successfully complete a Certificate in Clinical Research at the University of Jamestown will:

1. Demonstrate profound knowledge of the disciplines inherent to performing ethically based and rigorous

clinical research.

2. Define the value of data provided in evidence publications and presentations based on their extensive knowledge of research methodology and data analysis.
3. Explain the importance of racial, ethnic, gender, age, socioeconomic and educational diversity in data collection, analysis, and research to produce results that are generalizable to the global community.
4. Evaluate technology available for data collection and analysis, including survey instruments and statistical software.

Graduate Certificate in Healthcare Leadership

Overview Requirements

LDRS 500	Foundations of Leadership	3
LDRS 509	21st Century Health Care Systems and Policy	3
LDRS 621	Leading in Interprofessional Healthcare Teams	3
LDRS 622	Change and Innovation in Healthcare	3

Subtotal: 12

Outcomes

Students will:

1. Understand the influence of ethics and values on leadership, articulate personal motivating values, and evaluate decisions made in light of that understanding.
2. Understand the current role and challenges of health care policy.
3. Evaluate the challenges of delivering medical care including workforce, financing, cost, quality, management, and technology
4. Master leadership concepts including theories/skills, diversity, change and innovation, situational influence, and interprofessional teams and apply them in a healthcare context.
5. Learn and the steps of the strategic planning process in the health care setting.

6. Engage in academic and practical research within the field of healthcare leadership.

Graduate Certificate in Health Professions Education

Overview Requirements

CRES 820	Instruction Strategies for Online Learning	3
CRES 821	Foundations of Higher Education	3
CRES 822	Instructional Strategies for the Adult Learner	3
CRES 823	Instructional Strategies for Continuing Professional Education	3

Subtotal: 12

Outcomes

By the end of this certificate, students will be able to ...

1. Identify the institutional structure of higher education, including the role of a university president, provost, vice president, dean, associate dean, chair, and other essential elements of university structure including tenure, grievance, institutional assessment.
2. Synthesize the different theories and philosophies on teaching and learning to provide adult learners with effective learning experiences and to address the challenges and opportunities of working with the adult learner, especially in interprofessional environments.
3. Apply Bloom's Taxonomy in creating and evaluating effective learning objectives and understand the importance of clear and measurable learning objectives in higher education.
4. Effectively interact and utilize the various learning management systems available in the higher education environment and give an overview of their advantages and disadvantages.

Graduate Certificate in Health Services Research

Overview Requirements

CRES 830	Health and Bioinformatics	3
CRES 831	Health Policy and Systems Thinking	3
LDRS 507	Public Policy	3
CRES 832	Healthcare Outcome Measurement and Quality Improvement	3
Subtotal: 12		

Outcomes

By the end of this certificate, students will be able to:

1. Apply the historical context of domestic and international health care systems and health policy, including specific examples of past health policy successes and failures, to current health policy challenges.
2. Synthesize how healthcare cost, quality, and access and the social determinants of health interact within the US healthcare system and understand how to control for these variables in health services research.
3. Identify the similarities and differences between health informatics and bioinformatics and identify the different and appropriate statistical strategies available for the analysis of each.
4. Access, download and analyze multiple healthcare datasets to answer various empirical and epidemiological questions and analyze the economic impact of disease and/or disease treatment on a specific global population.

Graduate Certificate in Non-Profit Leadership

Overview Requirements

LDRS 500	Foundations of Leadership	3
LDRS 508	Strategy of Non Profit Leadership	3

LDRS 611	Grant Writing	3
LDRS 612	Justice and Forgiveness	3
Subtotal: 12		

Outcomes

Students will:

1. Understand the influence of ethics and values on leadership, articulate personal motivating values, and evaluate decisions made in light of that understanding.
2. Master leadership concepts including theories/skills, power, justice/forgiveness, diversity, global ethics, situational influence, and creativity and apply them in a non-profit context.
3. Engage in academic and practical research within the field of non-profit leadership.

Graduate Certificate in Sports Leadership

Overview Requirements

LDRS 500	Foundations of Leadership	3
LDRS 510	Sports Marketing, Promotion and Communication	3
LDRS 631	Sports Fundraising and Financial Concepts	3
LDRS 632	Current Trends in Sports Leadership	3
Subtotal: 12		

Outcomes

Students will:

1. Understand the influence of ethics and values on leadership, articulate personal motivating values, and evaluate decisions made in light of that understanding.
2. Identify unique features of sports industry and how the industry may differ from other industries.
3. Synthesize legal issues and applications in the sports industry.
4. Identify and discuss important financial principles, fundamentals of fundraising, and methods for implementing plans in the sports industry.
5. Explain the role of personnel and volunteers in leading fundraising projects.

6. Identify typical budgeting and forecasting concepts for organizations in the sports industry.
7. Define and discuss sports marketing and promotion and best practices in the sports industry.
8. Identify and apply key marketing and promotion concepts to common activities in the sports industry.
9. Explain how to manage communication through media and community relations in the sports industry.
10. Define and discuss current issues that encompass the sports arena
11. Analyze future trends and issues in sports leadership.

Courses

BUSN-Business

BUSN 500 - Business Fundamentals (3)

The Graduate Business Fundamentals course serves as a comprehensive introduction to key concepts and principles essential for success in the dynamic world of business. Designed for graduate students with diverse academic backgrounds, this course provides a solid foundation in various facets of business, including management, marketing, finance, operations, and strategy. Through a combination of theoretical frameworks, practical case studies, and real-world examples, students will develop a nuanced understanding of fundamental business concepts and their application in contemporary business environments. This course is required for non-business undergraduates.

Prerequisite: Required course for all non-business undergraduates.

Outcomes

Understand the basic concepts and principles of business: Students should be able to explain key terms, concepts, and theories related to various functional areas of business such as marketing, finance, operations, and human resources.

Develop critical thinking skills: Students should be able to analyze and evaluate business situations, identify problems, and propose effective solutions using logical and evidence-based reasoning.

Gain knowledge of business environments: Students should understand the external factors that influence businesses, including economic, legal, technological, and social factors. They should be able to assess the impact of these factors on business operations and decision-making.

Demonstrate effective communication skills: Students should be able to articulate their ideas clearly and effectively in oral and written formats, using appropriate business language and communication techniques. They should also be able to work collaboratively in teams and present their findings or recommendations professionally.

Develop ethical awareness: Students should understand the importance of ethical behavior in business and be able to identify ethical issues and dilemmas that arise in various business contexts. They should be able to analyze these situations from different perspectives and propose ethical solutions.

Understand the role of entrepreneurship and innovation: Students should gain an appreciation for the entrepreneurial mindset and the importance of innovation in driving business success. They should be able to identify opportunities for innovation and understand the processes involved in starting and managing a business.

Develop quantitative and analytical skills: Students should be able to analyze and interpret numerical and statistical data relevant to business decision-making. They should also be able to apply basic mathematical and financial concepts to solve business problems and make informed decisions.

Cultivate awareness of global business practices: Students should understand the challenges and opportunities of operating in a global business environment. They should be familiar with international trade, cultural differences, and the impact of globalization on business strategies.

BUSN 505 - Advanced Business Research Methods (3)

This graduate-level course provides an in-depth exploration of the strategic role of information systems in modern organizations. Emphasizing both theoretical concepts and practical applications, the course equips

students with the knowledge and skills necessary to design, implement, and manage information systems to support organizational goals and objectives.

Offered: Fall, Spring.

BUSN 510 - Human Resource Management (3)

This graduate-level course provides an in-depth exploration of the principles, theories, and practices of human resource management (HRM) in contemporary organizations. Through a blend of theoretical concepts, case studies, and practical applications, students will gain a comprehensive understanding of the critical role HRM plays in driving organizational success, fostering employee engagement, and managing human capital effectively.

Offered: Fall, Spring.

BUSN 610 - Consumer Behavior in Marketing (3)

This graduate-level course delves into the study of consumer behavior as a cornerstone of effective marketing strategy. Students will explore the psychological, sociological, and cultural factors that influence consumer decision-making processes and purchasing behaviors. Through a blend of theoretical frameworks, empirical research, case studies, and practical applications, learners will gain insights into understanding consumer motivations, preferences, and attitudes, enabling them to develop targeted marketing strategies that resonate with diverse consumer segments.

Offered: Summer.

BUSN 615 - Management Information Systems (3)

This graduate-level course provides an in-depth exploration of the strategic role of information systems in modern organizations. Emphasizing both theoretical concepts and practical applications, the course equips students with the knowledge and skills necessary to design, implement, and manage information systems to support organizational goals and objectives.

Offered: Fall, Spring.

BUSN 630 - Social Media Marketing (3)

This graduate-level course provides an advanced exploration of social media marketing strategies and tactics in contemporary business environments. With the proliferation of social media platforms and their significant impact on consumer behavior and brand perception, understanding how to effectively leverage these channels is essential for modern marketers. Through a combination of theoretical frameworks, practical applications, case studies,

and hands-on experiences, students will develop the knowledge and skills necessary to design, implement, and evaluate successful social media marketing campaigns.

Offered: Summer.

BUSN 635 - Business Process Operations Management (3)

This graduate-level course offers a comprehensive exploration of business process operations management, focusing on the design, optimization, and control of organizational processes to enhance efficiency, quality, and performance. Students will delve into the theoretical foundations, methodologies, and practical applications of operations management principles within the context of diverse industries and business environments. Through case studies, simulations, and hands-on exercises, learners will develop the analytical skills and strategic mindset necessary to identify opportunities for process improvement, implement operational strategies, and drive organizational success.

Offered: Summer.

BUSN 640 - Innovation Ecosystems (3)

This course explores and examines the marketing strategies and methods used by start-ups, early-stage companies, and small-business enterprises, comparing conventional marketing with entrepreneurial marketing. The focus of the course is tying together strategic issues such as segmentation, branding, and resource allocation combined with specific marketing activities available to the entrepreneur. This course clarifies key marketing concepts, methods, and strategic issues relevant for start-up and early-stage entrepreneurs and managers.

Outcomes

Understand the entrepreneurial mindset and the process of new venture creation: Students should develop an understanding of the entrepreneurial mindset, including traits such as creativity, resilience, and risk-taking. They should also comprehend the step-by-step process of developing a new business venture, from ideation to implementation.

Identify and evaluate business opportunities: Students should be able to recognize and evaluate potential business opportunities. They should learn techniques for identifying market gaps, conducting market research, assessing feasibility, and analyzing competitive landscapes.

Develop a comprehensive business plan: Students should learn how to develop a well-structured and comprehensive business plan. This includes creating a mission statement, defining business goals and objectives, conducting market analysis, designing a marketing strategy, developing operational plans, and preparing financial projections.

Understand legal and regulatory considerations for new ventures: Students should familiarize themselves with legal and regulatory requirements relevant to new business ventures. They should understand the process of business registration, intellectual property protection, contracts, and compliance with applicable laws and regulations.

Acquire skills in financial management and funding strategies: Students should develop skills in financial management for new ventures, including financial forecasting, budgeting, and managing cash flow. They should also learn about different sources of funding, such as bootstrapping, venture capital, angel investors, and crowdfunding.

Develop marketing and sales strategies: Students should learn how to develop effective marketing and sales strategies for new ventures. They should understand target market identification, positioning, branding, pricing, and distribution channels. They should also learn how to create marketing plans and execute sales strategies.

Cultivate skills in team building and leadership: Students should understand the importance of effective team building and leadership in new venture development. They should learn strategies for building a diverse and cohesive team, assigning roles and responsibilities, and motivating team members to achieve common goals.

Gain knowledge of operational and resource management: Students should develop an understanding of operational processes and resource management for new ventures. This includes identifying operational requirements, managing suppliers and inventory, optimizing production or service delivery, and ensuring efficient use of resources.

Develop skills in risk management and contingency planning: Students should learn how to identify and assess risks associated with new ventures and develop strategies to manage and mitigate those risks. They should also understand the importance of contingency planning and adapting to changing market conditions.

BUSN 645 - Applied Corporate Finance (3)

This graduate-level course provides an advanced exploration of corporate finance principles and practices within the context of real-world business scenarios. Students will analyze and apply financial theories, tools, and techniques to address complex financial challenges faced by corporations. Through case studies, simulations, and practical exercises, learners will develop the skills and knowledge necessary to make informed financial decisions, optimize capital structure, and maximize shareholder value in dynamic business environments.

Offered: Spring.

BUSN 655 - Advanced Business Analytics Management (3)

This graduate-level course offers an in-depth exploration of analytics and big data management, focusing on the principles, techniques, and tools used to extract valuable insights from large and complex datasets. Students will learn how to leverage advanced analytics methodologies and technologies to inform decision-making, drive innovation, and create strategic value in organizations. Through a combination of theoretical concepts, hands-on exercises, case studies, and practical applications, learners will develop the skills and knowledge necessary to navigate the rapidly evolving landscape of big data analytics.

Offered: Summer.

Outcomes

Understand the fundamentals of analytics and big data:
 Define analytics and big data concepts and their importance in organizations. Understand the characteristics of big data, including volume, velocity, variety, and veracity.

Explore data collection and preprocessing: Gain knowledge of data collection methods and techniques, including structured and unstructured data sources.

Understand the importance of data preprocessing, including data cleaning, integration, and transformation.

Learn data exploration and visualization: Develop skills in exploratory data analysis and visualization techniques.

Understand how to summarize and present data visually to gain insights and communicate findings effectively.

Analyze and model big data: Gain proficiency in applying statistical and machine learning techniques to analyze and model big data. Understand techniques such as regression analysis, clustering, classification, and predictive modeling.

Understand data mining and pattern recognition: Explore data mining techniques for discovering patterns, trends, and associations in large datasets. Learn about algorithms such as association rule mining, decision trees, and neural networks.

Explore text and sentiment analysis: Gain knowledge of text mining and sentiment analysis techniques for analyzing unstructured text data. Understand how to extract meaningful information from text, perform sentiment analysis, and detect patterns and trends.

Understand data visualization and storytelling: Develop skills in creating compelling data visualizations and using storytelling techniques to communicate insights effectively. Understand the principles of effective data visualization and storytelling.

Learn big data management and storage: Understand the challenges and techniques of managing and storing big data. Explore technologies such as Hadoop, NoSQL databases, and distributed file systems for handling large volumes of data.

Explore data privacy and ethics: Understand the ethical considerations and privacy issues associated with big data analytics. Explore topics such as data anonymization, consent, and regulatory compliance.

Apply analytics and big data concepts in real-world scenarios: Engage in hands-on exercises, projects, and case studies to apply analytics and big data management concepts to real-world business scenarios. Develop problem-solving and critical-thinking skills in the context of analytics and big data.

BUSN 660 - Financial Risk Management (3)

This graduate-level course provides a comprehensive examination of financial risk management principles, methodologies, and practices in contemporary business environments. Students will explore various types of financial risks faced by organizations, including market risk, credit risk, liquidity risk, and operational risk, and learn how to identify, measure, mitigate, and monitor these risks effectively. Through a combination of theoretical concepts, case studies, simulations, and practical applications, learners will develop the analytical skills and strategic mindset necessary to manage financial risks and enhance organizational resilience.

Offered: Summer.

BUSN 665 - Supply Chain and Logistics Management (3)

This graduate-level course provides a comprehensive overview of supply chain and logistics management practices, strategies, and principles in modern business environments. Students will explore the end-to-end processes involved in managing the flow of goods, services, and information from suppliers to customers, with a focus on optimizing efficiency, responsiveness, and sustainability. Through a combination of theoretical concepts, case studies, simulations, and practical applications, learners will develop the analytical skills and strategic mindset necessary to design, implement, and manage effective supply chain and logistics operations.

Offered: Summer.

BUSN 670 - Advanced Financial Analysis (3)

This graduate-level course offers an in-depth examination of advanced financial analysis techniques and methodologies used in evaluating the financial performance, health, and strategic decisions of organizations. Building upon foundational concepts in finance, students will delve into complex financial models, quantitative techniques, and analytical tools to assess investment opportunities, analyze corporate financial statements, and make informed financial decisions. Through a combination of theoretical discussions, hands-on exercises, case studies, and real-world applications, learners will develop the skills and knowledge necessary to excel in financial analysis roles in diverse industries.

Offered: Fall.

BUSN 680 - Environment of Agribusiness (3)

The systematic analysis of agribusiness decision-making and management with an emphasis on the use of case studies to illustrate different agriculture management

concepts and the various issues and opportunities faced by today's agribusiness firms.

Offered: Summer.

BUSN 685 - Agribusiness Policy Analysis (3)

Agricultural and food policies are studied from domestic and international perspectives with an emphasis on the economic framework used to assess policies that improve the competitive structure, operation, and performance of U.S. food and agriculture.

Offered: Summer.

BUSN 699 - Capstone: Strategy Formulation and Implementation (3)

This graduate-level capstone course integrates and applies the principles, frameworks, and tools of strategic management in a comprehensive analysis of real-world business situations. Students will synthesize knowledge from various disciplines to develop strategic solutions to complex organizational challenges. Through case studies, simulations, and strategic projects, learners will refine their strategic thinking, decision-making, and leadership skills, culminating in the formulation and implementation of a strategic plan for a simulated or actual organization.

Prerequisite: all core MBA courses should be completed prior to the capstone course.

Outcomes

Apply strategic management frameworks and concepts:

Students should be able to apply strategic management frameworks and concepts to analyze and evaluate complex business situations. They should understand the process of strategy formulation and be able to identify and assess strategic options and alternatives.

Develop strategic thinking and decision-making skills:

Students should develop strategic thinking skills to identify strategic issues, assess internal and external factors, and make informed decisions. They should be able to evaluate trade-offs, analyze risks, and develop strategies that align with organizational goals and objectives.

Understand the role of leadership in strategy implementation: Students should comprehend the importance of leadership in implementing strategic initiatives. They should understand how to align organizational resources, build commitment, motivate employees, and overcome resistance to change during strategy implementation.

Evaluate strategic performance and make adjustments:

Students should develop skills in monitoring and evaluating strategic performance. They should understand key performance indicators (KPIs), use data and metrics to assess progress, and make necessary adjustments to ensure strategy execution and achieve desired outcomes.

Develop skills in strategic communication: Students should be able to effectively communicate strategic plans and initiatives to different stakeholders within the organization. They should develop skills in presenting strategies, crafting persuasive messages, and addressing concerns or objections to gain support and buy-in.

Analyze and respond to competitive forces: Students should understand the dynamics of competitive forces in various industries and markets. They should be able to conduct competitor analysis, assess industry trends, and develop strategies to gain a competitive advantage.

Incorporate ethical considerations into strategic decision-making: Students should understand the importance of ethical considerations in strategic decision-making. They should be able to identify ethical dilemmas, analyze the impact of strategic decisions on stakeholders, and develop strategies that align with ethical standards and corporate social responsibility.

Understand the role of innovation and change in strategy:

Students should comprehend the role of innovation and change in strategic management. They should understand how to foster innovation, adapt to disruptive technologies or market shifts, and develop strategies that promote continuous improvement and organizational agility.

Develop skills in strategic project management: Students should develop skills in project management related to strategic initiatives. They should understand project planning, execution, and control processes and be able to manage resources, timelines, and risks associated with strategic projects.

Apply strategic management knowledge to real-world scenarios: Students should be able to apply their strategic management knowledge and skills to real-world business scenarios. They should be able to analyze case studies, develop strategic recommendations, and present viable strategies for organizations facing strategic challenges or opportunities.

COUN-Clinical Counseling

COUN 500 - Orientation to the Profession (3)

Orientation and overview of the profession, history of the counseling profession, standards, and credentialing will be discussed. Professional roles and identity development will be explored.

COUN 510 - Counseling Techniques (3)

Basic principles and techniques in the counseling process. This course is designed to help students acquire and develop skills essential to the helping process. Core elements include: the nature of the helping relationship, introduction to basic counseling skills, and exploring attitudes and beliefs involved in developing and maintaining the helping relationship and how these fundamental core elements apply to the counselor. Emphasis will also be placed on practitioner self-awareness and self-care. Role-playing videotape experiences and other skill development exercises will be included.

COUN 511 - Counseling Theory (3)

Study of various theories and philosophies of counseling and therapy. This course provides an intensive look at selected theories of counseling and psychotherapy. The major concepts of each theory are reviewed and critiqued in light of current research and theory. Students are encouraged to begin to define their own theoretical approach.

COUN 512 - Human Growth and Development (3)

Application of personality theory and the life stages to human behavior and the counseling process. This course includes a survey of the physiological, social, and psychological factors that influence the development of personality. It seeks to understand what makes a person

distinctively different, along with the critical evaluation of various theories of personality development.

COUN 513 - Assessment Techniques (3)

Techniques and procedures of studying the individual and diagnostic process in identifying client issues. This course explores the use of measurement and results in the counseling professions. It offers an understanding of group and individual educational and psychometric theories, statistics, and approaches to measurement, as well as techniques for gathering data and information. Concepts of validity, reliability, and factors that influence measurement are covered.

Prerequisite: COUN 510; COUN 511.

COUN 514 - Career Counseling and Testing (3)

Study of theories of career development and the use of career information and testing in career counseling. This course provides students an understanding of career development and related life factors. Students study career development theory and decision-making models, procedures for planning and conducting effective job searches, assessment instruments and techniques relevant to career planning and decision-making and the use of career information. Emphasis is placed on understanding the inter-relationships between career development and career decision-making, family, socio-economic status, leisure, individual interests, and abilities.

COUN 515 - Professional, Ethical and Legal Issues in Counseling (3)

Introduction to dealing with professional and ethical responsibilities and multicultural issues in the counseling field. This course provides a legal and ethical framework for the counseling profession as well as a focus on standards and credentialing and current professional issues relevant to the work of the counselor.

COUN 516 - Social and Cultural Diversity (3)

Issues and trends in counseling with multicultural and diverse populations within our society. This course is designed to promote understanding of social and cultural diversity through study of such issues as ethnicity, gender, race, socioeconomic status, religion/spirituality, sexual orientation, ability/disability, family structure and geographic location. Students will examine how their cultural identity impacts their beliefs, values and actions, and learn the skills for competent ethical practices with diverse populations.

Prerequisite: COUN 510; COUN 511.

COUN 518 - Research Methods (3)

Major approaches in qualitative research in counseling will be examined. Theory and practice issues will be included as well as data analysis. In-depth analysis of theory, method and technique for conceptualizing and conducting quantitative research in counseling will be examined.

COUN 520 - Group Counseling (3)

Study of group counseling principles appropriate to various counseling settings including schools, treatment centers, and agencies. This course enables students to understand the types of groups, their purpose, development and dynamics, counseling theories, and group counseling methods and skills. Ethical and legal considerations of group counseling are also explored. Students are required to participate in small groups for educational and self-assessment purposes.

Prerequisite: COUN 510; COUN 511.

COUN 523 - Assessment, Diagnosis and Treatment Planning (3)

Assessment and diagnostic procedures: how to use appropriate tools for accurate diagnosis and assessment, how to interpret assessment and diagnostic instruments, and how to make effective use of assessment results in counseling with clients. This course provides a general framework for understanding psychopathology in the adult population and the process of diagnosing and designing treatment plans for mental disorders in adults.

COUN 530 - Trauma, Sexual Functioning, and Abuse Issues in Counseling (3)

Study of sexual dysfunction, incest and abuse, and strategies of intervention and counseling with victims and perpetrators.

Prerequisite: COUN 510; COUN 511.

COUN 531 - Counseling Children and Adolescents (3)

Counseling with children and adolescents including specific counseling strategies; mental, physical, and emotional development issues related to counseling. This course provides a general framework for understanding psychopathology in the child and adolescent population and the process of diagnosing and designing treatment plans for mental disorders in children and adolescents.

Prerequisite: COUN 510; COUN 511.

COUN 533 - Couples, Marital and Family Counseling (3)

Survey of marital counseling theories and techniques; analyses of dysfunctional communications. A consideration of the dynamics of marriage relationships is given. The emphasis is on understanding the structure and function of marriage, the various aspects of the marital relationship and ways the counselor may approach marriage counseling as a creative, preventative, and healing interaction.

Prerequisite: COUN 510; COUN 511.

COUN 534 - Addiction Counseling: Treatment and Contemporary Issues (3)

Study of the theories and scope of addiction from both the personal and social viewpoints with consideration given to the impact on the family. Provides theoretical knowledge and clinical skills necessary to provide addictions counseling services in both school and mental health settings. Emphasis is on diagnosis and evidence-based treatment for addictions, problem gambling, and co-occurring disorders. The impact of "stigma" as well as the history and contributions of the recovery movement are explored. Consideration is given to current trends, cultural context and primary prevention resources. Ethical and legal considerations in practice are also addressed.

Prerequisite: COUN 510; COUN 511.

COUN 535 - Crisis Counseling (3)

This course provides an understanding of the theory and practice of crisis intervention, short term crisis and its counseling intervention strategies, and the responsibilities of the therapeutic milieu in crisis intervention.

COUN 570 - Psychopharmacology (3)

This course will cover the psychological, behavioral, cultural, and clinical aspects of pharmacological substances. The impact of substances on brain chemistry, toxicology, as well as addiction treatment and prevention will be explored. Students will learn about drugs of abuse, pharmacological treatments for addictive disorders, and medications utilized for general mental health disorders.

COUN 571 - Clinical Supervision (3)

This course will cover clinical supervision models, techniques, issues, and processes in the counseling field.

COUN 580 - Practicum (3)

This course provides practical clinical instruction and

experience in counseling for the purpose of developing individual and group counseling skills. These experiences are similar to what a professional counselor would be expected to perform and would facilitate the internship experience.

COUN 581 - Thesis (1-3)

Students in the MS in Clinical Counseling program will complete a supervised experience in their area of interest, thesis, or special project that has been pre-approved by the department.

COUN 582 - Internship (3)

This course provides for the application of theory and the development of counseling skills through professional practice under supervision in an approved setting. Clinical Mental Health Counseling students will complete required hours in a clinical setting.

COUN 583 - Internship (3)

Continuation of COUN 582.

CRES - Clinical Research

CRES 710 - Introduction to Clinical Research (3)

This course will cover research conceptualization and question formation based on evidentiary support, study design, data analysis techniques, and critical review of the literature. An overview of non-experimental, quasi-experimental, and experimental study designs, including the options for sampling and formulating a rigorous methodology within those study designs, and their applicability to research questions will be covered. Introduction to basic statistical methods will be considered and publicly available sources of data through organizations such as AHRQ, CDC, NCBI, and CRISP will be introduced.

Offered: Fall.

CRES 720 - Biostatistics I (3)

This course covers the theoretical foundations of biostatistics and the associated computational approaches of exploratory and descriptive biostatistical methods for the analysis of data in clinical research (observational and experimental). These methods are based on probability theory and include assessing the impact of chance and variability on the interpretation of research findings. Topics include probability theory, measurement theory, descriptive and exploratory analysis. Students will utilize a statistical programming language to apply theoretical

topics with real world data and will get hands on practice through an exploratory data analysis project including loading and transforming data, exploratory analysis, and visualization.

CRES 721 - Biostatistics II (3)

This course covers the theoretical foundations and the associated computational approaches of inferential biostatistical methods for the analysis and presentation of data in clinical research (observational and experimental). Topics include analysis of assumptions and visualization; hypothesis testing; methods of comparison of discrete and continuous data including t-test, correlation, regression, and general linear models (including ANOVA). Students will utilize a statistical programming language to apply theoretical topics with real world data and will get hands on practice through an inferential data analysis project including model building and testing assumptions, hypothesis testing, presentation and dissemination based on reproducible research principles.

CRES 730 - Design and Implementation of Clinical Trials (3)

The course first provides an in-depth focus on design, implementation, and management of different types of clinical trials. This course then will cover registration and design of randomized clinical trials, including single blinded and double blinded trials, early proof of concept trials, phase I, II and III designs, clinical trials of orphan medications. Federal regulation and compliance issues will be covered. Students will be prepared to be Clinical Trial Administrator and/or Principal Investigator at the end of this course.

Outcomes

1. Identify the components that must be present to define a clinical research study as a clinical trial.
2. Define the three phases of a clinical trial required for submission to the FDA.
3. Apply the appropriate FDA Approval process to a research project.
4. Connect an empirical research question to a theoretical model that will support and increase the validity of the research design project.
5. Calculate statistical power to determine the number of participants required to make a specific research inquiry generalizable
6. Report methodology in a way that is repeatable, reliable, and valid
7. Design a protocol which includes strategies for participant compliance and data management
8. Apply project management strategies to the proper conduct of a clinical trial.
9. Determine compliance with current legal and ethical standards
10. Recognize guidelines that must be considered post-FDA-Approval and when a product goes to market.
11. Discuss the role of patent and trademark applications in clinical trials.

CRES 740 - Ethics and Professional Issues in Clinical Research (3)

The course first provides students with a foundation on the ethical and policy implications of performing different types of clinical research. Topics covered will include foundations of the institutional review board, principles of participant protection, confidentiality and data security, conflict of interest and misconduct in data collection/analysis, sensitive populations, use of human tissue, animals, and biohazardous materials in clinical research, By the end of this course, students will have completed an IRB application and submitted for approval.

CRES 750 - Epidemiology (3)

This course covers the fundamental skills to interpret and critically evaluate epidemiological literature relevant for clinical research (observational, non-experimental study methods). Topics include measures of disease (health state) frequency and association, epidemiologic (observational) study designs, sources of confounding, bias, and error. The course will compare experimental and observational approaches in the evaluation of causation and causal claims utilizing causal models as a foundation.

CRES 760 - Grant Writing for Clinical Research (3)

In this course, students will get a strong foundation on the

skills necessary to apply for and obtain grant funding. Students will learn about the different major grant funding agencies and the type of grants available (NIH, R01, R03, R21), small business grants and mentored career development awards (K12 and K23). Students will also review some smaller and more accessible sources for grants for those working in non-research focused institutions. Information on quality aspects of grant writing will be covered. The construction of a grant budget and the role of Office of Sponsored Research will be covered. Students will gain skills in grant writing by completing a grant writing assignment based on their research question and area of research interest.

CRES 770 - Critical Evaluation of the Literature (3)

This course offers an in-depth and practical learning experience conducting a systematic review with and without meta-analysis. Students will learn, design, and apply methods that facilitate a systematic and rigorous review of peer-reviewed literature on a topic of their choosing. Students will build a strong foundation for reviewing, and objectively critiquing a range of clinical research methodological designs and synthesizing the literature.

CRES 807 - Public Policy for Health Services Research (3)

This course will focus on the complex relationship between clinical research, health care and public policy. In this course, students will learn the theories behind public policy and analysis. In addition, students will gain insight into the skills needed perform public policy research, disseminate that work and turn the findings into governmental policy. Students will also gain an understanding of the relationship between health policy, health services research and public policy by gaining a view of the government structures that promote change on societal levels.

Outcomes

1. Demonstrate knowledge about state and national level governmental structures
2. Become familiar with theories of public policy and analysis.
3. Learn about the impact of public policy on health services research.
4. Apply public policy knowledge to the development of a policy brief.

CRES 810 - Biomechanical Methods (3)

This course is intended to cover the skills required for understanding of instrumentation and measurement

techniques used for biomechanical research. Participants will learn how to utilize force platforms and pressure sensors, calculate kinematic and kinetic data, and other aspects of human movement. Tensile properties, cartilage modeling and materials testing will be introduced. Use of modern technology in accelerometry including apps, Kinotec, Kinovia, and Dartfish.

Prerequisite: Clinical Biomechanics.

CRES 811 - Methods of Motion Analysis (3)

This course teaches the fundamental components of movement analysis, such as three-dimensional motion capture, force measurement, and electromyography will be covered. Participants will understand how motion capture works using infrared cameras, accelerometers, and pressure sensors. The collection and processing of surface EMG data will also be covered. At the end of this course, participants will understand what type of data is produced and integrated from these systems and how data from these instruments can be processed for analysis.

CRES 812 - Ultrasound Diagnostic Imaging for Research (3)

This course will cover how ultrasound imaging can be used to collect baseline and interventional data through measurement of various anatomical structures including muscle, ligament, and tendon. By the end of this course, participants will have a strong understanding of the reliability and validity of ultrasound data and how ultrasound can be utilized clinically. Participants will also be able to collect, interpret and analyze imaging data using ultrasound technique.

CRES 813 - Processing Data for Publication (3)

This course will build on data collected and processed in previous courses, preparing the student to disseminate the data collected in poster, platform, or manuscript format. Advanced data processing of raw data of imaging, or kinematics and kinetics, includes determining data points of interest to utilize in statistical analysis, and include best practices for presentation and publication.

CRES 820 - Instruction Strategies for Online Learning (3)

Students will examine theories, principles, and technology associated with teaching in the online environment. Students will reflect on their teaching philosophy and adapt it to align with an online teaching environment. Students will learn how to create an online course that provides an optimal learning experience. By the end of this course, students will create an online course in a learning

management system.

Outcomes

1. Analyze current best practices guiding online learning.
2. Discuss how face-to-face teaching strategies can be adapted to the online learning environment using current best practices.
3. Create an online course using evidence-based best practices.
4. Create course objectives that can be measured in the online learning environment.
5. Create course assessments that use technology and online tools to determine student success.
6. Create online learning activities that use technology and online tools to create meaningful learning opportunities.
7. Revise existing teaching philosophy to align with teaching in the online environment.

CRES 821 - Foundations of Higher Education (3)

Students will examine the principles, practices, and educational philosophies fundamental to producing rigorous coursework in higher education. Students will examine contemporary instructional models in pedagogical theory. By the end of this course, students will design a course based on Understand by Design concepts.

Outcomes

1. Identify the institutional structure of higher education as it relates to teaching and learning.
2. Create a teaching philosophy.
3. Discuss current pedagogical theories guiding evidence-based teaching.
4. Design a course using Understand by Design (UbD) theory.
5. Create measurable course objectives that are grounded in Bloom's taxonomy.
6. Design course assessments that align with objectives.
7. Design learning activities that align with and prepare students for assessment.
8. Create a course syllabus that organizes and demonstrates alignment of objectives, assessments, and learning activities.

CRES 822 - Instructional Strategies for the Adult Learner (3)

Students will examine andragogical theories while exploring the principles and unique attributes of the adult learner. Students will reflect on their current teaching philosophy and how to adapt to meet the needs of the adult learner. Students will apply andragogical theory and principles to inform contemporary course design. By the end of this course, students will design a graduate level course based on best practices for adult learning.

Outcomes

Analyze current andragogical theories guiding evidence-based teaching.
 Discuss the unique characteristics and challenges faced by the adult learner.
 Design a course using andragogical theory and teaching strategies.
 Create measurable course objectives for the adult learner.
 Apply andragogical concepts to create learning activities that create learning opportunities for the adult learner.
 Revise existing teaching philosophy to align with andragogical principles.

CRES 823 - Instructional Strategies for Continuing Professional Education (3)

This course will prepare students to develop and provide alternative learning opportunities for various professional settings. Students will apply teaching and learning theories to optimize learning in non-traditional settings such as professional continuing education courses, internal organizational development, professional conferences, and general public forums. Students will apply teaching and learning theories to create alternative learning experiences in various professional settings.

Outcomes

1. Identify various professional settings where alternative education occurs.
2. Analyze the various delivery methods for professional continuing education.
3. Apply teaching and learning theories to create an optimal learning experience for continuation education or continuation credits.
4. Apply teaching and learning theories to create an optimal learning experience for internal organizational employee development.
5. Apply teaching and learning theories to create an optimal learning experience for a professional conference.
6. Summarize the key teaching and learning theories used to develop alternative learning experiences in different educational settings.
7. Reflect on how teaching and learning theories and techniques informed your approach to developing learning experiences for different adult learning settings.

CRES 830 - Health and Bioinformatics (3)

Population health data is readily available through private and public agencies. This course will discuss quantitative and statistical methods required to organize and analyze this data in an attempt answer meaningful empirical questions around population health from a cost, quality, and access perspective. Students will have an opportunity

to interact with data agencies such as the Center for Disease Control (CDC), Center for Medicare and Medicaid Services (CMS) and the Agency for Healthcare Research and Quality (AHRQ) to answer specific population health questions.

CRES 831 - Health Policy and Systems Thinking (3)

The formation of successful health policy and reform requires stakeholders to understand the structure of both the public and private sectors of the healthcare system, the delivery of health care services in the US, health law and the effects that governmental healthcare reform can have on the cost, quality, and access to healthcare services. This course will also cover the implications of moral hazard to the economics of healthcare and will outline the profound impact health policy can have on quality of life for the US population. Disparities in the delivery of and outcomes from various healthcare sectors will also be covered.

Outcomes

1. The historical context of health policy, including an exploration of the impact of the Affordable Care Act
2. Understand the relationship between health policy and healthcare outcomes across various US populations
3. Summarize how healthcare cost, quality, and access interact within the US healthcare system and the impact these three variables can have on the patient experience.
4. Apply health policy concepts to health services research.

CRES 832 - Healthcare Outcome Measurement and Quality Improvement (3)

This course will examine both required and optional data collection and analysis to support improvement in the delivery of healthcare across the continuum of care. Based on outcome measures covered in the class, students will be able to create and analyze sample datasets to ask hypothetical questions that would allow them to address quality of care issues in various types of healthcare organizations.

CRES 990 - Dissertation I (3)

By the end of Dissertation 1, all students should have finished their Comprehensive Examination, selected all members of their Dissertation Committee and successfully completed their Proposal Defense to move forward in the program.

Outcomes

1. Identify all doctoral thesis committee members.
2. Complete proposal defense.
3. Prepare for and pass a comprehensive examination.

CRES 991 - Dissertation II (3)

Dissertation II involves continued work and progress towards dissertation defense.

Outcomes

1. Continued regular work with advisor on progression towards dissertation defense.

CRES 992 - Dissertation III (3)

Dissertation III involves continued work with the thesis advisor to prepare student for dissertation defense.

Outcomes

1. Continue work with thesis advisor to progress towards dissertation defense.
2. Identify outside reader for the completed dissertation review.

CRES 993 - Dissertation IV (3)

Dissertation IV is a course where students will continue to work towards and complete the doctoral defense of their dissertation.

Outcomes

1. Submit doctoral work for dissemination, either in poster, platform, or manuscript format.
2. Dissertation defense with full committee approval.

CRES 994 - Dissertation V (1)

Dissertation V is a 1 credit 8-week course of advised research from an expert in the field of interest of the student. Students will use this 1 – credit extension time to complete any of the above course objectives not yet addressed in the 32-week dissertation timeframe.

Outcomes

1. Complete any remaining items deemed necessary and appropriate by their dissertation advisor and committee
2. Address any items that came up as concerns at the dissertation defense.

ECON-Economics

ECON 650 - Economic Analysis (3)

This graduate-level course in Economic Analysis is designed to provide students with advanced tools and methodologies for analyzing economic phenomena, both

theoretically and empirically. The course covers a wide range of topics central to modern economic analysis, equipping students with the skills necessary for conducting rigorous economic research and making informed policy recommendations. Through a combination of lectures, readings, problem sets, and empirical exercises, students will develop a deep understanding of economic theory and its applications

Offered: Fall.

EDUC-Education

EDUC 519 - Understanding Diverse Learners (3)

This course examines various issues concerning school, community, and student diversity. Interrelated concepts of culture, language, race, demography, and ethnicity are also covered. A recap of educational psychological theory will also be included.

EDUC 521 - Integrating Technology into Teaching and Learning (3)

The course focuses upon current and emerging technologies and how they impact student learning. User experiences, computer awareness, family and societal impact, classroom applications, hardware and software, and curriculum development are topics to be covered. Copyright, selection, utilization, design, and evaluation of educational software are important aspects of this course.

EDUC 522 - Principles of Curriculum Development and Assessment (3)

The course is an introduction to the development of instructional systems. Topics surveyed include needs assessment, learner analysis, instructional analysis, specification of instructional objectives, selection of instructional strategies, and media. The course will survey theoretical positions in learning and cognition with emphasis on their relevance to the design of classroom learning environments. Contemporary curriculum theories and Curriculum as an interrelated agent of conceiving and effecting change will be stressed. Trends and practices, instructional and resource materials, and methods and techniques in education will be covered.

EDUC 523 - The Art and Science of Educational Leadership (3)

The course defines the foundation of modern leadership with emphasis placed on what it takes to be effective leaders. Students will explore leadership theory, examine the roles and responsibilities of teacher leaders, and apply ethical practices of process-oriented leadership in school

improvement efforts.

EDUC 524 - Models of Learning and Instruction (3)

This course looks at the effective principles and models of teaching and learning as they relate to classroom practices in elementary and secondary schools. Curriculum components of philosophy, principles, practices, problems, and evaluation in an integrated educational program are central to this courses. The related topics of organization, planning, and implementing developmentally appropriate educational practices are also covered.

EDUC 526 - Introduction to Research and Evaluation in Education (3)

Students will be introduced to the vocabulary, theory, principles, methods, and techniques of educational research and evaluation. Students will read and review a variety of research articles related to qualitative and quantitative methods. Topics of study include student assessment and program evaluation related to state and federal legislation, technical writing, and software used in data collection, analysis, and reporting. An individual action research project is required.

EDUC 527 - 21st Century Curriculum (3)

The classroom experience is adjusting to a rapidly changing world. Teaching and assessment strategies with a learner-centric focus, incorporating students in developing learning goals, as well as focusing on the knowledge and skills for success in the 21st century are the new realities of education. Students in this course will explore trends in learning experiences including literacy across all content areas, standards-based grading, STEAM, and the 4C's of 21st century thinking.

EDUC 528 - Instructional Coaching and Mentoring (3)

Teacher collaboration and peer-based coaching are new expectations in teacher evaluation. Teacher leaders have essential responsibilities in the support of instructional improvement of teachers across the continuum. Students will explore and practice models of coaching and mentoring, the ethics of instructional leadership, along with fostering a support system for continuous improvement of all teachers. The course will include a 15 hour practicum.

EDUC 529 - Collaboration and Professional Development (3)

Teacher collaboration and peer-based coaching are new expectations in teacher evaluation. Teacher leaders have essential responsibilities in the support of instructional

improvement of teachers across the continuum. Students will explore and practice models of coaching and mentoring, the ethics of instructional leadership, along with fostering a support system for continuous improvement of all teachers.

EDUC 530 - Leading Organizational Change (3)

Educational research recognizes that schools are complex organizational systems. Understanding how systems operate as well as the roles and responsibilities of teacher leaders are central to shaping and influencing the learning experience of schools. Students will study the contexts, structures, and processes of school organizations to make connections between leadership theory, school improvement, and system-wide change.

EDUC 540 - Foundations of Educational Leadership (3)

This course provides teacher leaders with knowledge and skills in defining purpose for change, establishing the direction for change, shaping school culture through a shared strategic vision, and setting priorities for school improvement.

EDUC 541 - Technology and Student Information Systems (3)

As a teacher leader, this course will help you refine, redefine, and reshape perspectives and views of technology as they relate to your career and your school system. Activities will increase your basic awareness of technology concepts, provide experiences that facilitate individual thinking, and explore data systems to increase organizational effectiveness.

EDUC 542 - Leading Learning Organizations (3)

Educational leaders are responsible for facilitating school improvement efforts and communicating results to all stakeholders. This course fosters an understanding of how leaders develop, steward, and implement a shared mission in order to sustain organizational change and meet the learning needs of all students.

EDUC 543 - Curriculum and Instruction for Learning (3)

The theoretical foundations of curriculum development and evaluation are central to the effective design of opportunities to meet the needs of all learners. Students will examine research-based practices in curriculum design, instructional delivery, data-informed decision making, and supporting a democratic learning environment. Strategies to prepare learners for a global society will also be included.

EDUC 544 - Professional Development and Coaching (3)

One of the major roles of teacher leaders is training and mentoring teachers. From facilitating a workshop to observing a new teacher, teacher leaders share in the instructional improvement of a school learning community. Students will discover and discuss the connection between professional learning and school improvement, how to create a training session, and methods for observing and supporting instructional change. This course satisfies the state training requirements to serve as a first year mentor teacher and as a student teacher supervisor.

EDUC 545 - Influence of Social, Cultural, and Political Factors in Schools (3)

This course examines the intersection of external forces on school curricula, policies, settings, and communication. A variety of perspectives and issues will afford an increased self-awareness and set of strategies to equip teacher leaders in establishing a more just and equitable learning community.

EDUC 546 - Educational Research and Reflective Practice (3)

This course will use a consumer-based approach to locate, analyze, and apply pertinent research to support school improvement efforts and innovative teaching practice. As reflective practitioners, teacher leaders use research to identify concerns and provide methods for solving challenges. Students will also study ethical beliefs and standards.

EDUC 547 - Practicum in Teacher Leadership (3)

Students will spend 110 hours observing, shadowing, and practicing teacher leader roles. An outlined plan of the goals and activities for the experience must be approved by the instructor(s) and the practicum supervisor.

EDUC 548 - Presentation and Publication (3)

Teacher leaders share their knowledge and experience outside of their local district through conference presentations and professional publications. Students will participate in a scholarly writers' workshop where all members hone their craft through feedback and encouragement and develop scholarly works ready for submission or presentation.

EDUC 549 - Advocating for Chance (3)

An examination of issues and challenges facing today's educational system becomes a platform for teacher leaders to influence laws, policies, and practices beyond their

school setting. Students will engage in a variety of activities introducing them to advocacy opportunities in the profession.

EDUC 683 - Supervision of Student Teachers (2)

By arrangement.

LDRS-Leadership

LDRS 500 - Foundations of Leadership (3)

An introductory course surveying core leadership theories, styles, and skill sets. Students will learn the history of leadership theory development, the strengths and weaknesses of current theories, and various antecedent concepts. In addition, students will begin to explore the ethical challenges of leadership. Finally, students will be challenged to retrospectively explore the importance of personal values and attitudes in their own personal leadership.

LDRS 504 - Leadership Communication, Conflict Resolution and Negotiation (3)

An analysis of leadership communication concepts including nonverbal, interpersonal, cross-cultural, small group, conflict, mediation, negotiation, and public communication. Students will evaluate a variety of communication theories and skills as they apply to various leadership settings. Particular attention will be given to conflict management, mediation, and negotiation skills. Finally, students will explore the influences of culturally diverse organizations on leadership communication.

LDRS 506 - Leadership: Strategy, Innovation and Imagination (3)

This course will explore strategic, innovative, and imaginative ways of leading diverse groups of people. It will give students an understanding of how organizations are able to promote and manage strategy, innovation, and imagination. The course will utilize theories such as chaos theory and change management, tap into tools and ideas from the field of innovation engineering, and challenge students to think imaginatively using perspectives from the liberal arts (i.e. art, drama, theater, history, literature, and music). Finally, the course will explore and discuss the innovation process of turning ideas into practical outcomes.

LDRS 507 - Public Policy (3)

This course is intended to enhance students' skills in public policy, with a particular emphasis on ethical decision making practices among policy makers and public

administrators. Course delivery will demonstrate accessibility of policy-makers, through panel discussions and interviews with policy makers, staff, organizations, elected and appointed officials and others involved in the system. Students will be asked to reflect on their unique professional experiences and relate them to their specific interests in the realm of public policy.

LDRS 508 - Strategy of Non Profit Leadership (3)

This course introduces the student to the major opportunities, challenges, and issues that leaders and managers face in increasing nonprofit effectiveness. Topics include understanding the nonprofit sector, nonprofit management, governing and leading nonprofit organizations, obtaining and managing resources. Students will complete a leadership strategy portfolio for a nonprofit organization as a final project. Students can decide to utilize a nonprofit organization that they work for, volunteer for, are interested in, or can develop the portfolio for a hypothetical non-profit organization.

LDRS 509 - 21st Century Health Care Systems and Policy (3)

This course presents a broad overview of the health care delivery system and the interplay of health care policy. This course will explore the organization of health care, the workforce, financing, health care costs and value, management and the utilization of health information technology. This course also provides the opportunity to learn about population and public health, health and behavior and meeting the needs of vulnerable populations. The United States Health Care System is also contrasted with the systems in England, Canada, France and China. Finally, the course provides some idea about the future of health care delivery.

LDRS 510 - Sports Marketing, Promotion and Communication (3)

This course introduces students to the unique principles and best practices of marketing, promotion, and communicating within the sports industry. Topics covered include marketing and promoting sports activities, organizations, and sports equipment. In addition, the role of emerging communication technology, media and social networking and public relations in the sports industry will be covered.

LDRS 511 - Initiating Critical Inquiry (3)

The first of three courses in the development of the final capstone project. Students will review various research methods introduced throughout the program. Students will develop their research questions/hypotheses and complete

a relevant literature review. Projects can be theoretical, tied to an existing organization's mission, or solutions-based applications for real-world leadership needs or problems.

LDRS 512 - Organizational Systems and Change Management (3)

An in-depth introduction to theories of organization and organizational behavior. Students will explore the evolution of organizational theory, including the various theoretical lenses which have influenced the understanding of organizational structures and behaviors. In addition, students will develop an understanding of the role of various organizational behaviors in the structure and function of an organization.

LDRS 513 - Ethical Discernment for Leaders (3)

An exploration of ethical theory, models of ethical discernment, and the application of ethics in leadership. Students will engage in the advanced study of morality within leadership. Particular attention will be given to the development of moral character. Finally, students will develop their understanding of how they engage in ethical discernment and how to guide others within organizations to engage in ethical discernment.

LDRS 515 - Leading in a Global Context (3)

An in-depth study of leading in a culturally diverse world. Students will explore the concepts of culture, worldview, identity, and purpose as those concepts relate to individual and organizational identity. Specific attention will be given to the psychological mechanisms influencing personal understanding of shared realities. Finally, the course will review ways leaders can create organizational climates that support connection and belongingness.

LDRS 560 - Community Engagement in 21st Century Policing (3)

This course discusses the importance of community engagement in policing and how to create an effective outreach effort to establish trust and a spirit of sincere, genuine collaboration with the public. Topics to be covered include the importance of the law enforcement agency's legitimacy in the community, best practices for building collaboration between law enforcement and the community, and establishing and maintaining an effective outreach program.

LDRS 561 - Response to Mental Health and Officer Wellness as a Law Enforcement Organization (3)

This course presents best practices for law enforcement organizations to provide effective services to individuals

with mental illness. Services and venues available to assist mentally ill populations will also be explored, as will criminal justice applications and alternative paths for offenders. Additionally, this course will address issues surrounding and ways to improve officer mental health and wellness within a law enforcement organization.

LDRS 562 - Critical Leadership Issues in Policing (3)

Critical Leadership Issues in Policing is a discussion of contemporary issues facing law enforcement agencies and exploration of ways to navigate 21st Century policing challenges. The course identifies change catalysts and ways in which a law enforcement leader can effectively and strategically evolve to best carry out her/his organization's mission. The course also covers best practices for identifying trends and predicting future challenges so leaders can mitigate negative consequences.

LDRS 563 - Crisis Management Leadership in Policing (3)

The complexity of societal and community relationships with the police and government presents challenges that law enforcement leaders must address and embrace. This course identifies best practices for addressing and effectively managing crises in contemporary policing. The course outlines methods for developing solutions to crises affecting public safety and crime reduction, strategies for fostering community collaboration when crises occur, and ways to manage and mitigate crises. An adaptable, scalable plan will be presented and used as a model for crisis management through this course.

LDRS 590 - Special Topics (3)

Special topics in leadership

LDRS 601 - Advanced Strategic and Human Resources Management (3)

An integrating course designed to develop coordinating ability and experience in the decision-making process. Taught from top decision maker's viewpoint and by the case method, the course develops understanding of an overall point of view through analysis of actual business situations, and an appreciation of the relations of the production department to other departments and to the business as a whole. Concluding cases emphasize the responsibilities of the business enterprise to the community and to society. An analysis of macro and micro behavioral approaches to effective human resource management within the organization. Topics include the environment, the individual, small group, leadership, motivation, job design, evaluation, rewards, and growth. Macro behavioral topics such as organizations, design, climate, and

organizational processes are also covered as these relate to human behavior within organizations.

LDRS 602 - International Business (3)

This course will provide a broad knowledge of international business management and stimulate the interpersonal and intercultural management skills necessary for conducting international business. The economic, political, and legal aspects of global business are discussed in the course. This course also explores the history, evolving definitions, theories, management, and synergies of global business and international development. An overview of legal, ethical, and cultural competency issues in both international business and development is provided.

LDRS 611 - Grant Writing (3)

For a NGO, receiving grants, whether federal or private foundation, can determine whether the organization continues to operate or fails. Students will learn key steps to help them find and formulate grant applications to help achieve additional funding for their organization. This course will teach students how to research and develop mutually beneficial relationships with potential funding sources, organize a grant writing campaign and keep track of all funding sources, requests and donations, and prepare complete proposal packages.

LDRS 612 - Justice and Forgiveness (3)

Completion of this course will involve: i) Understanding the nature of social justice (and injustice) with the ability to identify relevant practices across a range of cultural settings. ii) Comprehension of various forms of forgiveness (especially shallow vs. authentic forms), techniques for fostering forgiveness and its benefits. iii) Investigation of the role of memory (or lack thereof) in both justice and forgiveness, e.g. the role of memorials in preventing future injustice, the impossibility of forgiveness if injustice is forgotten or denied, etc.

LDRS 621 - Leading in Interprofessional Healthcare Teams (3)

This course will give the student the framework for resolving interpersonal and inter-professional conflicts within the healthcare environment. Students will analyze adaptive leadership and the four characteristics of how each one impacts one another to facilitate a collective process. The course looks at how to identify and learn about the various professions involved in delivering healthcare. Students will use the perspectives of adaptive leadership while utilizing a change management model to make progress on the complex and dynamic issues inherent

in healthcare in the 21st century.

Outcomes

Examine one's own personality profile and how this may impact your approach to leadership style as it pertains to change management.

Examine one's own leadership philosophy incorporating the principles of emotional and social intelligence by utilizing personality instruments.

Identify the stakeholders from disciplines and professions within the healthcare delivery system and explore the various perspectives and worldviews they might hold.

Examine the four components of Adaptive leadership and how they integrate into a change management model.

Integrate the principles and practices of adaptive leadership in leading teams in the healthcare setting by analyzing some of the challenges and engaging the stakeholders who care about the dilemmas.

Select a current professional leadership challenge in which the student will utilize a change management model and the four components of adaptive leadership to guide the process.

Integrate the principles of emotional intelligence (self-awareness, self-management, social awareness, and relationship management/building) and one's own way of being and leading, the development of one's own authentic presence in leading and influencing the work in the healthcare delivery setting.

Identify different leadership styles, their risks and benefits/strengths and limitations, and the situations in which they can best serve the shared work.

LDRS 622 - Change and Innovation in Healthcare (3)

Managing organizational change and transition is challenging at the best of times, in today's dynamic health care environment, change is a constant of both organizational and health care life. Whether the change is simple or complex, organizations must adapt in order to survive let alone thrive. Leaders need to act as 21st Century change agents to envision necessary transition and effectively lead organizations through the change initiatives. This course prepares participants to lead change within a wide variety of health care settings. Students will learn about strategic planning in health care settings and will utilize these skills to develop a strategic change portfolio

LDRS 631 - Sports Fundraising and Financial Concepts (3)

This course introduces students to the unique aspects of finance and fundraising in the sports industry. Topics covered will include financial management such as

terminology, systems, and strategic budgeting; Sports fundraising concepts such as traditional and new strategies, events, solicitation techniques, and philanthropic giving

LDRS 632 - Current Trends in Sports Leadership (3)

This course provides students with information related to several key topics in the sports industry. Topics examined will generally be selected by the instructor and include relevant content about sports legal issues, sports facility management, sports psychology, and more.

LDRS 633 - Followership: Coaching & Mentoring (3)

An introduction to followership theories, antecedent concepts, and the role of coaching and mentoring in follower development. Students will engage in an in-depth examination of the leader-follower relationship and the role of empowerment in developing followers. Students will apply followership development models in practice and in creating development plans for implementation.

LDRS 641 - Proposals for Change (3)

The second of three courses in developing the final capstone project. Students will develop a research method for their research or a plan of design or implementation if completing a project. Students will complete any training needed to conduct research. Students will submit their proposals for IRB approval or obtain permission for project implementation if needed.

Prerequisite: LDRS 511.

LDRS 690 - Special Topics (3)

Special topics in leadership

LDRS 699 - Leadership Project/Practicum (3)

This course is the capstone experience of the program. Students will begin formulating ideas for their project during the first year. Students will design a project with the potential for implementation. The project will demonstrate and utilize skills and ideas from the coursework. The projects can be either theoretical or tied to an existing organization's mission.

LDRS 700 - Contemporary Issues in Leadership (3)

This course offers students an in-depth exploration of current issues and theoretical developments in leadership. The course reviews contemporary leadership theories, the application of those theories in organizations, and theoretical strengths and weaknesses. Students complete various assessments geared toward understanding the role of leadership theory and its application for leadership

development.

Offered: Fall, Spring, Summer.

LDRS 701 - Navigating Organizational Strategy & Design (3)

This course gives students a comprehensive understanding of organizational structure and how leaders can strategically design organizations to best meet organizational goals. Students learn the impact of organizational strategy and design on organizational communication, culture, human resources, and efficiency. Finally, students assess organizations in terms of strategy and design and create plans to increase organizational effectiveness and efficiency.

Offered: Fall, Spring, Summer.

LDRS 702 - Global Leadership: Cultural Intelligence (3)

This course allows students to increase their cultural intelligence while understanding the role of culturally intelligent leaders and practitioners in a global society. Students explore the role of culture in leader and follower behaviors and preferences. Finally, students analyze the ethical impact of culture on leadership research and practice.

Offered: Fall, Spring, Summer.

LDRS 703 - Leading Organizations: Culture & Climate (3)

This course explores how organizational cultures and climates are developed, maintained, and changed. Attention is given to how organizations communicate culture and foster climates of belongingness. Students analyze and apply various methods of creating positive and engaging organizational cultures and climates.

Offered: Fall, Spring, Summer.

Outcomes

01. Articulate the role of leadership in developing and sustaining organizational culture and climate. (PSLO 1)
02. Examine foundational theories of organizational culture and climate. (PSLO 1)
03. Assess the role of organizational culture and climate in relation to diversity and belongingness. (PSLO 2)
04. Evaluate the ethical implications of leading in relation to culture and climate. (PSLO 3)
05. Identify strategies to change corporate culture and climate. (PSLOs 1, 2, 3, 4).

LDRS 704 - Followership: Team & Group Dynamics (3)

This course explores theories of followership. Attention is given to the dynamics between leaders, followers, teams, and groups. Students examine the intersection of followers and context, the role of behavior and expectations, group and organizational norms, and the ethical implications of followership. Finally, students analyze and create evidence-based responses geared toward developing effective followers, teams, and groups.

Offered: Fall, Spring, Summer.

LDRS 705 - Guiding Organizational Behavior: Motivation & Influence (3)

This course provides students with a fundamental understanding of motivation and influence in the organizational setting. Attention is given to individual, group, and organizational behavior. Concepts such as person-environment fit, job design, conflict, power, and self and collective efficacy are covered.

Offered: Fall, Spring, Summer.

Outcomes

01. Identify factors that impact individual, group, and organizational behavior. (PSLO 1)
02. Analyze organizational behavior at the individual, group, and organizational levels. (PSLO 2)
03. Examine the ethical implications of motivation and influence in leading others. (PSLO 3)
04. Create development plans geared toward attaining individual and group goals. (PSLOs 1, 2, 3, 4)
05. Develop effective evidence-based solutions to increase overall organizational effectiveness. (PSLOs 1, 2, 3, 4)

LDRS 706 - Leading People: Modern Approaches to Personnel (3)

This course provides students with an examination of contemporary trends in leading personnel. Students explore the key developments that impact managing today's

workplace in talent recruitment, interviewing, hiring, development and retention, supervising, and evaluating personnel. Through practical application, students will interpret the impact of recent changes in the employment landscape and how it relates to leading their followers, leveraging organizational change, and accelerating their impact.

Offered: Fall, Spring, Summer.

LDRS 707 - Leading Organizational Change: Complexity, Readiness, & Resilience (3)

This course allows students to review and apply current organizational change and transition management theories. In addition, complexity and resiliency theory will be explored, including the dynamic interactions within organizations as they change and evolve. The course focuses on complex relationships and network interaction rather than controlling, standardizing, and autocratic leadership within organizations.

Offered: Fall, Spring, Summer.

LDRS 708 - Analytics & Assessment Tools for Organizational Leadership (3)

This course provides students with an understanding of the role of analytics and assessment tools in leadership development. Students explore best practices in analytics and interact with industry-standard assessment tools. In addition, students learn how to interpret assessment data and apply solutions for leadership development and organizational health.

Offered: Fall, Spring, Summer.

LDRS 720 - Essential Fundamentals for Modern Coaching (3)

This course introduces the processes and skills needed to coach individuals and groups effectively. Students explore theoretical frameworks regarding the practice of coaching groups and individuals and examine the relevant research findings in modern coaching practice. Through practical application, students understand the coaching process and recognize the impact of coaching to enable others to reach their full potential.

Offered: Fall, Spring, Summer.

LDRS 721 - The Innovative Consultant: Principles for Success (3)

This course provides students with creative insights concerning consulting individuals, groups, and organizations. Students are introduced to paradigm shifts

in the consulting space as the practice of providing advice and direction to individuals, groups, and organizations looking to implement new strategies continues to change. Students complete practical assessments to understand the overall process and value of consulting and learn the transformational impact, innovation, and increased efficiency consultants can offer.

Offered: Fall, Spring, Summer.

LDRS 722 - Contemporary Trends in Coaching and Consulting (3)

This course provides students with an overview of current trends related to coaching and consulting. Various aspects of the coaching and consulting process related to today's ever-changing leadership landscape are examined. The evolving theories, methods, practices, and components of successful coaching and consulting in today's leadership experience are examined. Through practical application, students learn the modern developments related to coaching and consulting, preparing them for advising roles for individuals, groups, and organizations.

Offered: Fall, Spring, Summer.

LDRS 730 - Non-profit Management and Leadership Strategies (3)

This course offers students the opportunity to experience the major opportunities, challenges, and issues in non-profit leadership. This course covers governance and boards of directors, organizational staffing and volunteers, accountability, regulation and ethics, strategic planning, stakeholder collaboration, advocacy and lobbying, communications and marketing, financial management, and burnout management. Students choose a non-profit to closely follow throughout the course and complete a portfolio for each area.

Offered: Fall, Spring, Summer.

LDRS 731 - Non-profit Performance Measurement and Innovation (3)

This course focuses on developing performance measurement skills critical to non-profit long-term sustainability. Effective strategic planning and outcome measurement provide the non-profit leader with the tools needed for continuous improvement planning for all programming and operations. Outcome measurement in non-profits includes finances, communications and marketing, program evaluation, research data collection, staffing and volunteer effectiveness, stakeholder collaboration, board self-evaluation, and more. Students choose a non-profit to develop a performance measurement

plan for the entire organization.

Offered: Fall, Spring, Summer.

LDRS 732 - Non-profit Funding: Fundraising and Grant Writing (3)

This course focuses on the development of core non-profit funding skills. This includes the steps needed to manage a non-profit grant program, from finding grant opportunities to developing an application and implementation strategies for foundation and state/federal grant applications. Students explore the principles of successful fundraising program development. Students choose a non-profit to develop components of a foundation and federal grant, along with a fundraising plan.

Offered: Fall, Spring, Summer.

LDRS 780 - Coaching Theory & Practice (1)

This residency introduces essential theories and practices of effective coaching. Students examine varied coaching models, legal and ethical issues, and techniques. Students practice fundamental, purposeful coaching skills such as establishing relationships, effective communication and listening skills, providing and receiving useful feedback, and goal setting. This residency takes place on the University of Jamestown campus.

Offered: Fall, Spring, Summer.

LDRS 781 - Consulting Theory & Practice (1)

This residency focuses on the critical knowledge and skills that consultants must learn to successfully solve client problems. Students are introduced to the fundamental aspects of consulting, with a practical focus on assessing and prescribing solutions leading to change. In addition, students examine various models of consulting. This residency takes place on the University of Jamestown campus.

Offered: Fall, Spring, Summer.

LDRS 782 - The Academic Professional: A Collegial Culminating Experience (0)

This course provides the culminating experience for all leadership doctoral students. This semester-long experience includes weekly student engagement and support from members of their program cohort. This provides accountability, fellowship, and motivation among their community of practitioner-scholars as students complete the final stages of their doctoral project.

Prerequisite: LDRS 870. Corequisite: LDRS 871. Offered:

Fall, Spring, Summer.

LDRS 783 - The Academic Professional: A Collegial Culminating Experience Residency (1)

This residency is the culminating experience for all leadership doctoral students. This semester-long experience includes weekly student engagement and support from members of their program co-hort. This provides accountability, fellowship, and motivation among their community of practitioner-scholars as students complete the final stages of their doctoral project. To conclude, a final residency occurs on the University of Jamestown main campus, with each student defending their doctoral project before graduation.

Prerequisite: LDRS 871; LDRS 782. Offered: Fall, Spring, Summer.

LDRS 790 - Strategies & Techniques for Data-driven Solutions (3)

This course provides students with a comprehensive perspective and core knowledge and skills to understand, analyze, and design research at the doctoral level. The course overviews quantitative, qualitative, and mixed-method methodologies. Emphasis is placed on understanding the research context and the appropriate use of various research methodologies to effectively make and implement data-driven solutions in various settings. The course explores the process of data-driven decisions, including using facts, metrics, and insights to guide strategic decisions that align with goals, strategies, and initiatives.

Offered: Fall, Spring, Summer.

LDRS 791 - Action & Project-based Research (3)

This course introduces students to the concept and application of action and project-based research. Students will use current literature to apply a deliberately pragmatic approach to identifying and solving organizational issues and problems. The course provides students the opportunity to understand the theories of action and project-based research and apply those theories and models to individual practice. Concepts of values and ethics in action research will be explored. The role of strong data planning, gathering, and analysis will also be included.

Offered: Fall, Spring, Summer.

LDRS 792 - Scholarly & Critical Inquiry (3)

This course introduces the foundations of scholarly and

critical inquiry. Advanced research methods will be reviewed as they relate to critical inquiry. Students interact and explore the components of the critical inquiry process. Discussion includes utilizing the scholarly inquiry process to address paths and processes for practitioners to identify and implement strategies to enhance their professional fields as well as inspire followers.

Offered: Fall, Spring, Summer.

LDRS 870 - Research Project 1 (3)

During this course, students develop and defend their project proposal for the culminating doctoral project. Working closely with their project chair, students apply critical analysis to describe and justify their project, inform the selection of project methodology, create testable, overarching research questions or a statement of project intent aligned to their chosen methodology, and conduct a literature review showcasing their expertise of their chosen topic.

Prerequisite: LDRS 781. Offered: Fall, Spring, Summer.

LDRS 871 - Research Project 2 (3)

Working closely with their project chair, students implement their developed project design and collect and analyze data. In addition, students offer implications and recommendations based on the findings and provide conclusions on how the project applies to the field of leadership. The student completes the overall project, with the class culminating with a final project defense on the University of Jamestown campus.

Prerequisite: LDRS 870. Corequisite: LDRS 782. Offered: Fall, Spring, Summer.

LDRS 872 - Research Project Completion Extension (1)

Students needing additional time to complete their research project are enrolled in this session. Students continue working closely with their project chair to complete all necessary requirements to conclude their project. The class culminates with a final project defense.

Prerequisite: LDRS 871. Offered: Fall, Spring, Summer.

NRSNG-Nursing (DEMSN)

NRSNG 501 - Introduction to Professional Nursing (4)

This course provides the direct-entry MSN student with an introduction to the healthcare system and the nursing profession. Concepts of person, health, nursing, and environment are introduced and provide a foundation for

the role of the nurse and other health professionals within systems of care. The course focuses on patient-centered care, interprofessional communication, health promotion, and individuals as bio-psychosocial-spiritual beings along the health and wellness spectrum. A clinical decision-making process is also introduced as a foundation for nursing clinical judgment and scholarship.

Prerequisite: Must be admitted to the DEMSN program. Corequisite: NRSNG 502, NRSNG 506, NRSNG 510.

NRSNG 502 - Healthcare Technologies and Informatics (3)

This course examines the use of healthcare technologies and informatics in the delivery of nursing practice and healthcare. The direct-entry MSN student will analyze current and emerging technologies, evaluate how informatics is integrated into complex healthcare systems, and explore the Registered Nurse's role in the implementation and use of technologies to promote quality healthcare. Electronic health records, telehealth, and applications that support patient education, communication, safety, and privacy are emphasized.

Prerequisite: Admitted to the DEMSN Program. Corequisite: NRSNG 501, NRSNG 506, NRSNG 510.

NRSNG 506 - Health and Physical Assessment (3)

This course guides direct-entry MSN students in the development of interviewing and physical assessment skills for the collection of subjective and objective health-related data. Students will learn an evidence-based, systematic approach to collecting and analyzing patient data throughout the lifespan as a basis for planning and engaging in collaborative care. Classroom and laboratory experiences will promote student confidence and competence in assessing and documenting focused physical, psychosocial, and spiritual patient assessments.

Prerequisite: Admitted to the DEMSN program. Corequisite: NRSNG 501, NRSNG 502, NRSNG 510.

NRSNG 510 - Foundations of Professional Nursing Practice (6)

This course centers on knowledge, skills, attitudes, and abilities foundational to professional nursing practice. Clinical decision-making processes are a primary course focus and provide a framework to help direct-entry MSN students think critically, make informed clinical judgements, and assess factors that influence safe and effective care delivery. Concepts related to patient and staff safety in the provision of fundamental nursing skills are presented throughout the course. Learning experiences

include laboratory skills, simulated patient care, and direct patient care.

Prerequisite: Admitted to the DEMSN program.

Corequisite: NRSNG 501, NRSNG 502, NRSNG 506.

NRSNG 530 - Evidence Based Practice for Quality and Safety (3)

This course provides the direct-entry MSN student with a theoretical and practical foundation to critically evaluate research and apply scientific evidence to enhance the delivery of patient care and inform best practices for the achievement of safe, quality, and optimal health care outcomes. The synthesis and meaningful utilization of evidence to support practice decisions and influence future nursing standards and protocols is emphasized. Essential elements of evidence-based practice are applied to nursing leadership roles focused on enhancing patient safety and outcomes and improving population health.

Prerequisite: NRSNG 501, NRSNG 502, NRSNG 506, NRSNG 510. Corequisite: NRSNG 531, NRSNG 532.

NRSNG 531 - Care Management I: Adult and Child Health (7)

This course is the first of three courses focused on evidence-based, patient-centered nursing care for patients throughout the life cycle. Concepts related to patient and staff safety, care quality and management, interprofessional collaboration, health teaching, and developmentally appropriate interventions are emphasized throughout the series. Students will acquire the knowledge and skills essential to make sound clinical judgements for the promotion, restoration, and maintenance of optimal health and wellness for diverse patients. Learning experiences within the classroom, skills laboratory, simulation center, and direct patient care settings will engage direct-entry MSN students in the care of the surgical patient, maintenance of fluid and electrolyte/acid-base balance, and care of the patient regarding musculoskeletal system, inflammation/infection, urological system, genetics, immune system, cancer, end-of-life care, and connective tissue disorders.

Prerequisite: all previous NRSNG courses. Corequisite: NRSNG 530, NRSNG 532.

NRSNG 532 - Nursing Care for the Childbearing Family (4)

This course introduces the direct-entry MSN student to current trends in family-centered nursing through a holistic approach to concepts related to health and illness needs of the childbearing family. The course emphasizes normal

growth and development, safety, injury prevention, disease management, and the impact of culture on the family unit's response to psychological and physical stressors. Learning experiences in the classroom, simulation center, and direct patient care settings provide opportunities for students to develop knowledge in preventive, supportive, and therapeutic nursing care for patients in the childbearing cycle.

Prerequisite: NRSNG 501, NRSNG 502, NRSNG 506, NRSNG 510. Corequisite: NRSNG 530, NRSNG 531. Offered: Fall, Spring, Summer.

NRSNG 533 - Care Management II: Adult and Child Health (7)

This course is the second of three courses focused on evidence-based, patient-centered nursing care for patients throughout the life cycle. Concepts build upon the student's previously acquired knowledge and skills and promote personal and professional growth development in the application of safe, quality patient care. Learning experiences within the classroom, skills laboratory, simulation center, and direct patient care settings will engage direct-entry MSN students in the maintenance of oxygenation, gastrointestinal, endocrine, and integumentary functions as well as bio-psychosocial-spiritual assessments and the implementation of nursing interventions to enhance and promote adaptation for the child, adult, and family.

Prerequisite: all previous NRSNG courses. Corequisite: NRSNG 534, NRSNG 535.

NRSNG 534 - Nursing Care for Mental Health and Illness (4)

This course provides direct-entry MSN students with a holistic approach to concepts related to the care of patients throughout the lifespan with select psychiatric-mental and behavioral health issues. Clinical decision making, therapeutic and interprofessional team approaches to treatment, and the continuum of care for mental health and wellness across healthcare settings are emphasized throughout the course. Additionally, care of the child with cognitive, sensory, or communication impairment is addressed. Simulated and direct care patient experiences allow students to apply clinical judgement, therapeutic communication, and evidence-based pharmacological and nonpharmacological approaches to the care of patients with mental health issues.

Prerequisite: all previous NRSNG courses. Corequisite: NRSNG 533, NRSNG 535.

NRS 535 - Healthcare Policy and Politics (3)

This course examines the United States health care system from the perspective of providers, regulators, and consumers with a focus on contemporary issues related to health and social policy. The direct-entry MSN student will explore health policy and politics within government organizations, local communities, professional associations, special interest groups, and healthcare organizations, and examine the impact of culture, economics, technology, and social justice on health care systems and policy. The course emphasizes advocacy and foundational skills necessary for the nurse to act and improve the health of individuals, families, and communities.

Prerequisite: all previous NRS courses. Corequisite: NRS 533, NRS 534.

NRS 544 - Care Management III: Adult and Child Health (7)

This course is the third of three courses focused on evidence-based, patient-centered nursing care for patients throughout the life cycle. Learning experiences within the classroom, simulation center, and direct patient care settings will engage direct-entry MSN students in patient care situations that require the student to synthesize knowledge from previous nursing courses, supportive courses, and evidence-based scholarly materials. Students will enhance communication, leadership, and clinical judgement skills in the care of patients and families experiencing with complex health conditions of the cardiovascular and/or neurological systems.

Corequisite: NRS 545. Offered: Fall, Spring, Summer.

NRS 545 - Nursing Care for Populations and Communities (4)

This course explores health care needs and services for populations and communities and focus on the analysis and interpretation of bio-psychosocial-spiritual factors impacting the health and wellness of individuals, families, and communities. Emphasis is placed on epidemiology, health promotion, risk reduction, disease prevention, environmental health, vulnerable populations, contemporary health issues, and developing healthier communities. Clinical experiences provide the direct-entry MSN student with opportunities to explore community-based nursing roles and care delivery settings, evaluate public health services and policies, and integrate current evidence into community and public nursing practice.

Prerequisite: all previous NRS courses. Corequisite:

NRS 544, NRS 602.

NRS 602 - Organizational Theory and Leadership (3)

This course examines theories of organizational design, leadership, and management, as they apply to health services and professional nursing roles. Direct-entry MSN students will discuss organizational environments, social structures, culture, politics, and leadership models. Management principles and issues related to organizational behavior are analyzed within the context of current healthcare environments to allow students to integrate principles of organizational dynamics and leadership into nursing practice.

Prerequisite: all previous NRS courses. Corequisite: NRS 544, NRS 545.

NRS 606 - Transcultural Nursing and Health Challenges (2)

This course examines health and healthcare challenges among diverse cultural, racial, ethnic, and gender groups. Using foundational constructs from transcultural nursing theory, students explore context-relevant health promotion; analyze issues of social justice in health care; develop heightened awareness and understanding of health issues for underserved populations; and identify interventions that promote equitable, quality health for all. Cultural humility and advanced nursing roles to address the health needs of diverse individuals, families, and communities will be emphasized.

Prerequisite: all previous NRS courses. Corequisite: NRS 697; NRS 696; NRS 698.

NRS 610 - Advanced Pathopharmacology & Physical Assessment for the Nurse Leader (4)

This course builds on the direct-entry MSN student's prior knowledge and facilitates the development of advanced proficiencies in pathophysiology, pharmacology, and physical assessment. The integration of concepts within this course enhances the student's clinical judgement and promotes understanding of interrelationships between essential competencies in the delivery of quality healthcare across the lifespan and continuum of care. Students will be able to incorporate course concepts into advancing nursing roles as a provider, educator, and leader in multiple healthcare settings and systems.

Prerequisite: all previous NRS courses. Corequisite: NRS 697, NRS 698; NRS 606.

NRSG 697 - Leadership in Complex Healthcare Systems (4)

This course concentrates on the MSN-prepared nurse's role in applying principles of leadership and management in healthcare organizations across the continuum of care. Focused on concepts related to strategic management, healthcare finance and economics, and leading others, the course serves as a framework for evidence-based decision-making in a complex health care environment. Clinical experiences provide direct-entry MSN students with opportunities to apply concepts within a variety of nursing leadership and management roles.

Prerequisite: all previous NRSG courses. Corequisite: NRSG 606, NRSG 610, NRSG 698. Offered: Fall, Spring, Summer.

NRSG 698 - Professional Nursing Practice: Synthesis & Capstone Practicum (4)

This course provides direct-entry MSN students with opportunities to develop increasing levels of autonomy in the management of care for several patients. Learning activities and clinical experiences facilitate the integration and synthesis of essential concepts and skills from the nursing curriculum related to care of diverse patients across the lifespan and continuum of care. A comprehensive review of nursing content is embedded in this course to support mastery of essential concepts for beginning nursing practice, preparation for the NCLEX-RN licensure examination, and successful transition into professional nursing practice as an MSN-prepared nurse.

Prerequisite: all previous NRSG courses. Corequisite: NRSG 606, NRSG 610, NRSG 697. Offered: Fall, Spring, Summer.

PT-Physical Therapy

PT 101 - 1st Year Information Hour (0)

By arrangement

Offered: Fall.

PT 102 - 1st Year Information Hour (0)

By arrangement

Offered: Spring.

PT 711 - Human Anatomy for Physical Therapy (4)

This course presents a detailed study of anatomical structures of the human body, emphasizing the musculoskeletal system. This course includes diagnostic

images and cadaver dissection.

Offered: Fall.

PT 712 - Physiology, Pathology, & Pharmacology I (4)

This course will examine the physiology, common pathologies, and their treatment, including both pharmacological and non-pharmacological treatments, for the major organ systems. Focus is placed upon how these systems are integrated and how common pathologies will affect rehabilitation across the lifespan. Clinical applications will be emphasized throughout the course with special attention paid to differential diagnosis and medical screening as it applies to a physical therapist.

Offered: Spring.

PT 713 - Physiology, Pathology, & Pharmacology II (4)

This course will continue to examine the physiology, common pathologies, and their treatment, including both pharmacological and non-pharmacological treatments, for the major organ systems. Focus is placed upon how these systems are integrated and how common pathologies will affect rehabilitation across the lifespan. Clinical applications will be emphasized throughout the course with special attention paid to differential diagnosis and medical screening as it applies to a physical therapist.

Offered: Fall.

PT 741 - Clinical Assessment I (4)

This course presents overall development of skills in basic physical therapy assessment techniques, including vital sign assessment, goniometry, muscle testing, range of motion, physical and sensory examination, and special tests. This course introduces concepts of differential diagnosis.

Offered: Fall.

PT 742 - Clinical Assessment II (4)

This course presents patient/client handling, positioning, bed mobility, transfer training, wheelchair training, and gait training with assistive devices. Infection control, common medical conditions, and equipment are covered. This course also includes typical and pathologic gait. This course concludes with a comprehensive practical encompassing all elements taught during the first year of the curriculum.

Offered: Spring.

PT 751 - Theory of Exercise (2)

This course examines the foundations and principles of therapeutic exercise as they relate to the practice of physical therapy. Topics include resistive exercise, stretching, range of motion, endurance, posture, and balance. These concepts will then be applied to specific areas of the body and common physical therapy diagnoses. Students will design appropriate exercise programs capable of producing meaningful functional changes.

Offered: Spring.

PT 752 - Biomechanics and Kinesiology (4)

This course presents the interrelationships of movement processes between bony and soft tissue structures in the human body. This course prepares students to interpret and synthesize the biomechanics that occur with normal movement.

Offered: Fall.

PT 753 - Therapeutic Interventions (4)

This course prepares students to integrate pain mechanisms, the phases of the healing process, and the physiology of healing along with clinical reasoning to determine and apply the appropriate soft tissue mobilization and physical modality interventions.

Offered: Spring.

PT 769 - Evidence-Based Practice I (2)

This is the first of a three-course series that introduces physical therapy students to the principles of evidence based practice. Students will learn the levels of the evidence pyramid, and the types of studies found within it. Students will be introduced to topics related to asking questions, searching the literature, research design, and statistical methods.

Offered: Fall.

PT 781 - Clinical Ed Theory I (1)

This course is an introduction to the profession of physical therapy (PT), including the elements of PT practice and American Physical Therapy Association (APTA) Core Values. Students will be introduced to the International Classification of Functioning, Disability and Health (ICF) model of functioning and disability and the biopsychosocial model of health. This course will cover the requirements to participate in clinical experiences and program professional behavior expectations.

Offered: Fall.

PT 782 - Clinical Ed Theory II (2)

In this course students will learn and practice healthcare reimbursement in physical therapy including billing, coding, and documentation. This course will also prepare students for their first full-time clinical education experience including patient/client privacy, infection control, CPR, and professional behavior expectations.

Offered: Spring.

PT 783 - Clinical Ed Theory III (1)

The course will provide students an opportunity to reflect on their performance and capture learning from the preceding clinical experience. The course covers diversity in healthcare, social determinants of health, and disability awareness. This course will also prepare students for their clinical education experiences.

Offered: Summer.

PT 784 - Clinical Ed Theory IV (1)

The course will provide students an opportunity to reflect on their performance and capture learning from the preceding clinical experience (PT 882). This course covers health behavior and health behavior change, strategies for building a therapeutic alliance, and motivational interviewing. This course will also prepare students for their third full-time clinical education experience.

Offered: Spring.

PT 785 - Clinical Ed Theory V (1)

The course will provide students an opportunity to reflect on their performance and capture learning from the preceding clinical experiences. This course will prepare students for working as professionals in physical therapy, including legislative affairs, ethics, lifelong learning, leadership, and professional membership. Students will reflect on their learning and growth over the course of the DPT curriculum. This course will also prepare students for their terminal full-time clinical education experience.

Offered: Fall.

PT 830 - Geriatrics for Physical Therapy (2)

This course presents in-depth instruction in the principles, practice, and complex issues associated with geriatric rehabilitation. The multidimensional concerns of treating older adults are emphasized. Students will apply current evidence for intervention and management of older adults.

Class activities will be utilized to integrate course material to improve clinical decision-making skills in the evaluation and treatment of older adults.

Offered: Spring.

PT 851 - Neuroscience for Physical Therapy (4)

This course presents the detailed study of the central, peripheral, and autonomic human nervous systems.

Offered: Fall.

PT 852 - Acute Care for Physical Therapy (2)

This course presents physical therapy management of individuals with acute medical and surgical conditions. This course will address the role of the acute/critical care physical therapist as a multi-disciplinary team member with patients/clients across the lifespan with varying acuity levels.

Offered: Fall.

PT 853 - Cardiopulmonary Physical Therapy (3)

This course will examine the normal and abnormal functioning of the cardiopulmonary system, common pathologies of the cardiopulmonary system, and the evaluation and treatment of patients/clients with cardiopulmonary disorders.

Offered: Summer.

PT 854 - Integument for Physical Therapy (2)

This course focuses on physical therapy examination, evaluation, and interventions for the integumentary system. Appropriate, effective, and safe use of wound dressings and other treatments will be addressed. Clinical reasoning and decision-making will be fostered through multiple case studies.

Offered: Summer.

PT 861 - Musculoskeletal I (4)

PT 861 and PT 862 present a problem-solving approach to evaluating, treating, and preventing selected musculoskeletal conditions of the axial skeleton and extremities across the lifespan, including post-operative patients/clients.

Offered: Spring.

PT 862 - Musculoskeletal II (4)

PT 861 and PT 862 present a problem-solving approach to evaluating, treating, and preventing selected

musculoskeletal conditions of the axial skeleton and extremities across the lifespan, including post-operative patients/clients.

Offered: Fall.

PT 871 - Evidence-Based Practice II (2)

This is the second of a three-course series that introduces students to the principles of evidence-based practice. Applying fundamentals learned in PT 769, students will appraise the scientific literature to strengthen their critical inquiry and reasoning skills.

Offered: Summer.

PT 872 - Evidence-Based Practice III (2)

This is the third of a three-course series that introduces students to the principles of evidence-based practice. Students will demonstrate how evidence is used to support clinical decision-making via writing of a patient/client case report.

Offered: Fall.

PT 881 - Clinical Experience I (6)

This course is the first of four full-time clinical experiences (PT 881, PT 882, PT 883, and PT 884) during which students integrate the knowledge and skills learned in the classroom with clinical practice under the mentorship and supervision of a licensed physical therapist. During this beginner level clinical experience, students will practice foundational elements of patient/client management in the clinical setting. Foundational elements include safety and risk management, professional behavior, adherence to legal and professional practice standards, communication, and basic clinical assessment and intervention.

Offered: Summer.

PT 882 - Clinical Experience II (6)

This course is the second of four full-time clinical experiences (PT 881, PT 882, PT 883, and PT 884) during which students integrate the knowledge and skills learned in the classroom with clinical practice under the mentorship and supervision of a licensed physical therapist. During this six-week full-time clinical experience, students will participate in all elements of patient/client management (examination, evaluation, diagnosis, prognosis, intervention, and outcomes). Student performance at intermediate level or beyond is expected.

Offered: Fall.

PT 883 - Clinical Experience III (6)

This course is the third of four full-time clinical experiences (PT 881, PT 882, PT 883, and PT 884) during which students integrate the knowledge and skills learned in the classroom with clinical practice under the mentorship and supervision of a licensed physical therapist. During this six-week full-time clinical experience, students will participate in all elements of patient/client management (examination, evaluation, diagnosis, prognosis, intervention, and outcomes). Student performance at intermediate level or beyond is expected.

Offered: Summer.

PT 884 - Clinical Experience IV (12 weeks) (12)

This course is the fourth and terminal full-time clinical experience during which students integrate the knowledge, skills, and clinical reasoning essential to becoming an effective and entry-level physical therapist under the mentorship and supervision of a licensed physical therapist. Students will participate in all elements of patient/client management (examination, evaluation, diagnosis, prognosis, intervention, and outcomes) and performance at entry level or beyond is expected.

Offered: Spring.

PT 891 - Communication in Physical Therapy (2)

This course provides students with strategies to communicate inside and outside of a physical therapy setting.

Offered: Fall.

PT 892 - Health and Wellness in Physical Therapy (2)

This course will increase students' awareness of health and wellness concepts and understand the physical therapist's role in individual and societal health and wellness.

Offered: Spring.

PT 893 - Advanced and Specialty Topics in Physical Therapy (1)

This course presents information on a variety of advanced and specialty topics in physical therapy practice and facilitates discussion of evidence-based practice related to topics covered.

Offered: Spring.

PT 894 - Clinical Imaging for Physical Therapy (2)

PT 894 integrates medical imaging with patient care. The

theory, principles, and evidence-based guidelines of medical imaging will be appropriately applied to patient care to improve clinical decisions.

Offered: Summer.

PT 895 - Comprehensive Case Management (2)

This course is a problem-based capstone course for physical therapy patient/client management. Using a case-based learning format, special emphasis will be placed on clinical reasoning including screening for differential diagnosis, management of comorbidities, and integration of best available evidence, patient values and circumstances, and clinical experience. Students will develop an evidenced based plan of care for patients with various conditions based on their interpretation of screening and examination. Students will synthesize the information and develop a management plan, which includes all aspects of patient care. Students will integrate all didactic information gained throughout the program and demonstrate competency by passing a comprehensive written examination.

Offered: Spring.

PT 930 - Administration for Physical Therapy (2)

This course presents an introduction to contemporary issues in health care management, including responsibilities of the physical therapy manager and management in specific physical therapy settings.

Offered: Summer.

PT 941 - Physical Rehabilitation I (4)

This course presents in-depth instruction in motor control, motor learning, and neuroplasticity. The pathophysiology, evaluation, and management of patients/clients with various neurologic diagnoses will be covered. Students will develop a framework for evaluation of patients with neurologic conditions and apply current evidence for intervention and management of conditions covered. Diagnoses covered in PT 941 and PT 942 include stroke, traumatic brain injury, multiple sclerosis, Parkinson's disease, amyotrophic lateral sclerosis, amputation, and spinal cord injury.

Offered: Spring.

PT 942 - Physical Rehabilitation II (4)

This course presents in-depth instruction in motor control, motor learning, and neuroplasticity. The pathophysiology, evaluation, and management of patients/clients with various neurologic diagnoses will be covered. Students

will develop a framework for evaluation of patients with neurologic conditions and apply current evidence for intervention and management of conditions covered. Diagnoses covered in PT 941 and PT 942 include stroke, traumatic brain injury, multiple sclerosis, Parkinson's disease, amyotrophic lateral sclerosis, amputation, and spinal cord injury.

Offered: Fall.

PT 943 - Vestibular Rehabilitation (1)

This course presents in-depth instruction in pathophysiology, evaluation, and management of patients/clients with vestibular system diagnoses. Students will apply current evidence for intervention and management of patients with vestibular dysfunction.

Prerequisite: All PT courses prior to Summer Year 2.
Offered: Summer.

PT 961 - Pediatrics for Physical Therapy (4)

This course presents instruction in the foundational knowledge of typical stages of motor development and variations in development. Each student will learn the physical therapist's role in the examination, evaluation, diagnosis, prognosis, and intervention of a pediatric patient/client with disabilities and special health care needs in a variety of settings.

Offered: Fall.

PT 970 - Physical Therapy Seminar (1)

This course takes place the last week in the final semester of the Physical Therapy Program. Students have an opportunity to evaluate the Physical Therapy Program. Students will present their case report from PT 872 in a scientific format, either a poster or a platform presentation. The presentations are in a public forum, with the audience of peers, community healthcare professionals, and the general public.

Offered: Spring.

TECH - Technology

TECH 510 - Cyber Ethics (3)

In the rapidly evolving digital age, the importance of ethical decision-making in computing cannot be overstressed. This master's course in Cyber Ethics explores the ethical considerations and challenges technology professionals face today. Through a comprehensive curriculum, students will engage with real-world ethical

dilemmas in technology, understand the impact of their decisions on diverse populations, and learn to apply ethical principles in various computing contexts. This course will equip students with the knowledge and skills to navigate the complex ethical landscape of the computing industry, ensuring they become responsible leaders who can contribute positively to their communities and the broader technology field.

Offered: Fall, Spring, Summer.

TECH 520 - IT Project Management (3)

This critical and dynamic field combines project management principles with the IT sector's technical complexities. Students will learn to lead, plan, and execute IT projects effectively, managing time, resources, and teams to meet organizational goals. The curriculum is designed to equip students with the skills to tackle real-world IT project challenges, emphasizing strategic planning, risk management, stakeholder communication, and the application of IT project management tools and methodologies. Through interactive lectures, case studies, and hands-on projects, students will comprehensively understand the IT project lifecycle, from initiation to closure, preparing them for leadership roles in the ever-evolving IT industry.

Offered: Fall, Spring, Summer.

TECH 530 - Business Continuity and Disaster Recovery (3)

This course is designed to equip students with the critical skills and knowledge to ensure business resilience and continuity in the face of disasters and unforeseen incidents. As IT systems become increasingly central to organizational operations, quickly recovering and maintaining business operations during and after a crisis becomes paramount. This course delves into strategies, best practices, and technologies for developing robust business continuity and disaster recovery plans. Through a blend of theoretical knowledge and practical application, students will learn to assess risks, develop and implement comprehensive continuity strategies, and ensure rapid recovery of IT functions, aligning with both technical and business requirements.

Offered: Fall, Spring, Summer.

TECH 540 - Risk Management (3)

Risk Management in Information Technology offers an in-depth exploration of the methodologies and practices necessary to identify, assess, and mitigate IT environment risks. Students will learn to navigate the complexities of

risk in various forms - including operational, financial, and security risks - through a comprehensive curriculum that emphasizes ethical decision-making, data-driven strategies, and effective leadership. The course integrates cutting-edge research and case studies to illustrate risk impacts on organizations and how to employ strategic measures to ensure resilience and sustainability in the face of challenges. Through a combination of lectures, workshops, and project-based learning, students will acquire the skills needed to excel in strategic risk management positions in the ever-evolving field of information technology.

Offered: Fall, Spring, Summer.

TECH 550 - Legal Regulations, Compliance, and Investigations (3)

This course is designed to equip students with the essential knowledge and skills to navigate the complex legal and ethical issues in the IT domain. Through an in-depth exploration of legal frameworks, regulatory requirements, and investigative processes, students will understand how legal systems impact information technology operations and decision-making. The course emphasizes the importance of compliance, the role of investigations in IT, and the ethical considerations integral to technology leadership and practice.

Offered: Fall, Spring, Summer.

TECH 580 - Information Technology Leadership Capstone (3)

The capstone is a culminating course designed for students to synthesize their knowledge and skills in information technology with a strong leadership focus. This course challenges students to address and solve a pressing real-world IT issue by developing a comprehensive proposal or project showcasing their IT leadership expertise. Whether creating a strategic plan for a new IT infrastructure, migrating services to the cloud, or implementing a novel enterprise solution, students will demonstrate their capacity to lead, make informed decisions, and communicate effectively with technical and non-technical stakeholders. Incorporating ethical considerations and recognizing the importance of diversity, this course ensures that students apply their learning in a socially responsible way aligned with their organization's goals.

While this course could be taken in conjunction with another remaining course, most courses in the program should be completed before taking this course.

Offered: Fall, Spring, Summer.

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