2026-2027 Graduate Catalog

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About University of Jamestown

Catalog and Contact Information

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www.uj.edu

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4190 26th Avenue South

Fargo, ND 58104

Phone: (701) 356-2136

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UJ Graduate & Professional Studies Center

4820 23rd Avenue South

Fargo, ND 58104

Phoenix

Health Sciences and Graduate Center

4405 East Cotton Center Blvd, Ste 120

Phoenix, AZ 85040

Phone: (701) 557-8071

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 24, 2026

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.

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.

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.

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.

University of Jamestown has been granted a Regular Accredited Vocational and Degree Program License AVD-01712 by the Arizona State Board of Private Postsecondary Education, 1740 W. Adams Street, Room 3008, Phoenix, AZ 85007, 602-542-5709,;http://ppse.az.gov

The teacher education programs are 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 Direct Entry Masters of Science in Nursing program at the University of Jamestown is pursuing initial accreditation by the Commission on Collegiate Nursing Education (https://www.ccneaccreditation.org). Applying for accreditation does not guarantee that accreditation will be granted.

The Bachelor of Science Program in Mechanical Engineering is accredited by the Engineering Accreditation Commission of ABET, https://www.abet.org under the Program Criteria for Mechanical and Similarly Named Engineering Programs.

The Pathologists' Assistant program will be reviewed for accreditation by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), which has already begun that multi-year process. The program will achieve "Serious Applicant" status prior to the graduation of the first class, making students eligible to sit for the American Society of Clinical Pathology Board of Certification (ASCP-BOC) certification examination for Pathologists' Assistants. Student outcomes for the examination results will be posted per cohort.

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 Collegiate Athletic Association. 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 institutions 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.

The University of Jamestown’s undergraduate Strength and Conditioning Program is accredited by the Council on Accreditation of Strength and Conditioning Education (CASCE), a recognized authority in quality strength and conditioning education. This accreditation demonstrates our commitment to upholding the highest standards of

quality and excellence in our strength and conditioning program. Our curriculum, faculty, and facilities have undergone rigorous evaluation to ensure that we provide students with the knowledge, skills, and practical experience necessary to excel in the field of strength and conditioning and keep athletes safe.

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. 82)

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
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
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

Academic Integrity Policy

The University of Jamestown is committed to fostering a community that values self-discipline, responsibility, and the continuing growth of the individual. These values are the foundation of the pursuit of knowledge and the integrity of our academic environment. To achieve these values, we strive tomaintain an atmosphere of mutual trust between and among instructors and students. Through accident or intent, violations of academic integrity can be detrimental to our community and an individual's growth.

Expectations of Integrity

At its heart, academic integrity is the understanding that any work submitted is the original effort of the student or group, crediting others properly where appropriate and following the guidelines provided by instructors. If there is a question about how to do this best, asking the instructor is always the first place to start. Generative AI tools have made this more challenging for students and instructors. However, by committing to the core principles of the University of Jamestown's academic integrity policy, we can strengthen the foundation of trust and respect. All University of Jamestown Community members are encouraged to hold each other accountable for these shared values.

Violations of Academic Integrity

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

- Cheating involves misrepresenting knowledge or experience. It reduces one's opportunity to learn, develop, and improve one's skills.
- Inappropriate collaboration occurs when unauthorized assistance is provided to others, requested, or received while completing an assessment. Unauthorized use of generative AI can constitute inappropriate collaboration.
- Plagiarism is the use of words, ideas, or data from another source than yourself without providing clear acknowledgment. Plagiarism can occur both accidentally and intentionally.

These violations may be determined based on a variety of tools and professional judgment.

See the Generative Artificial Intelligence Guiding Principles for additional clarification on how educational aids can influence academic integrity. The core approach should be to seek clarification from the syllabi statement on educational aids and course instructors when unsure how to approach utilizing, or not, educational aids such as generative artificial intelligence in a particular situation.

Disciplinary Process & Reporting Violations

The University of Jamestown values fairness, transparency, and accountability while doing its best to maintain academic integrity. We acknowledge that different viewpoints can be presented when addressing student work, which may lead to disputes. The following process describes the typical reporting and appeals process to resolve academic integrity disputes. All members of the university community are expected to uphold these standards.

Reporting Violations

All University of Jamestown community members share responsibility for maintaining academic integrity. Suspected violations should be reported to an instructor or the Dean of Academic Affairs. Instructors must report all cases of academic dishonesty to the appropriate Dean of Academic Affairs, who will maintain records of individual student AIP allegations until after graduation or departure from the university as required to maintain compliance with accreditation requirements.

- The form for reporting alleged academic integrity violations to the Dean of Academic Affairs can be found here: https://my.uj.edu/ICS/Academics/Academic_Affairs_Forms.jnz

Instructor Responsibilities

A course instructor who suspects a violation must:

- Inform the student(s) of the suspicion and present the evidence.
- Allow the student(s) an opportunity to respond to the allegations. This can be done after a report is filed and any responses are to be amended to the report.
- Determine the penalty if a violation is confirmed, which may range from requiring the assignment to be redone to a failing grade for the assignment or the course.
- The formal report submission may be deferred if the student accepts the determination. A consolidated report of violations should be submitted to the Dean of Academic Affairs to record if individual reports are not submitted.

- This is intended to allow for flexibility of course instructors to “batch” report periodically throughout a semester or to submit multiple students on the same report.

- If a dispute arises, the form for reporting alleged academic integrity violations (https://my.uj.edu/ICS/Academics/Academic_Affairs_Forms.jnz) should be utilized immediately. The dispute process will be followed upon submission, indicating that the student is disputing the allegation of violation.

Disputes

If a student disputes the allegation:

- The reporting form is submitted to the relevant Dean of Academic Affairs for review. Where appropriate, the Dean may refer the issue to the department chair or program director as the designated academic representative for the report. That representative contacts both the student and the instructor to gather

any additional required information. The academic representative will submit a final recommendation on the report to the Dean of Academic Affairs.

- The appeal process ends if the Dean of Academic Affairs determines the appeal is without merit. If the appeal has merit, based on a review or a recommendation from a designated academic representative, the Dean of Academic Affairs will work with the instructor and department chair or program director to find a method for addressing specific allegation concerns.
- If no solution can be agreed upon, the Dean of Academic Affairs may refer the matter to the Vice President of Academic Affairs (VPAA) for review. The VPAA's decision shall be final.

Generative Artificial Intelligence Guiding Principles

The University of Jamestown recognizes the presence of generative artificial intelligence tools, both in an academic setting and in our broader society. These guidelines aim to allow, where supported, the purposeful use of generative artificial intelligence in your academic experience while supporting learning, preserving fairness, and respecting the diverse perspectives of our community. These guidelines provide a foundation for students and instructors when considering or utilizing educational aids responsibly while maintaining academic integrity.

It is important to review any individual program guidelines that also cover artificial intelligence as they may have their specific policies. Each course syllabus has an “AI Statement” that outlines the individual course’s expectations when it comes to what is expected when it comes to considering utilizing generative artificial intelligence tools. This tiered approach guides down to the individual course level while providing flexibility to adjust to rapidly evolving tools and discipline-specific needs.

Students who are alleged to have violated academic integrity attributed to unauthorized educational aid usage must follow the Academic Integrity Policy reporting process. Students should first work with their instructor, and only when they fail to resolve the concern, should they follow the Academic Integrity Policy dispute process.

Guidelines

- Instructor Guidelines
    - The instructor should provide clear direction regarding generative artificial intelligence within the course syllabus as to what is, and is not, acceptable.
    - Individual schools or department guidelines, if they exist, should be referenced and linked within course syllabi.
- Student Guidelines
    - Cite sources and be transparent
        - Students must acknowledge the use of generative artificial intelligence tools in their work when it is allowed within a course. This includes citing the specific tool utilized and clearly explaining how it was used to support their work (e.g., brainstorming, drafting, revisions, etc.). Seek instructor clarification if unclear when and how to cite usage.
    - Purposeful Use
        - Generative artificial intelligence can be utilized to support individual intellectual efforts but should not be used as a replacement. Wise usage of these tools can support holistic development and career preparation; however, poor usage and a misunderstanding of how generative artificial intelligence tool usage can impact one’s academic journey could inadvertently cause academic integrity violations - to the detriment of yourself and the academic community.

The generative AI policy developed by Boston University inspired these guiding principles.

“Policy on the Use of AI Text Generation,” Boston University, https://www.bu.edu/files/2023/02/GAIA-Final-2023.pdf. Accessed September 2024.

Other Student Notes

Individual assignment or assessment grade disputes on anything other than academic integrity violations will not be reviewed, and students are directed to follow the Grade Appeal Process once they are awarded a final grade in the course.

The Dean of Academic Affairs will determine appropriate disciplinary action for cases of inappropriate collaboration or other violations involving students not enrolled in the

reporting instructor's course.

In cases of multiple violations, the Dean of Academic Affairs, in consultation with relevant parties, may impose additional sanctions.

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 compliance standards of the athletics department, the NCAA Division II, and the athletics conference. Specific eligibility requirements can be found on the athletics website or by speaking with the compliance administrator in the athletics department.

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)

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.

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

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, Doctoral Degree, and Graduate Certificate 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 a NACES-approved agency for evaluation. The Evaluation Company is our recommended international transcript evaluation service. They have created a custom application for the University of Jamestown to help you select the right evaluation, available here: The Evaluation Company – The University of Jamestown.
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

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.

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.

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, Fargo, and Phoenix 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

Finalization of Grades and Academic Records

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.

A semester grade will ordinarily not be changed once it has been reported to the Registrar's Office (with the exception of "I," which is automatically subject to change as defined below). However, an error may be changed at the instructor's initiative. If an instructor discovers within a month that an error has been made, the final grade may be changed after the instructor has submitted a memorandum of clarification to the Registrar's Office. This provision for correcting errors applies to final grades only; corrections in mid-term grades should be communicated directly from the instructor to the student and the Registrar's Office.

The University of Jamestown confers degrees upon the conclusion of every 8-week subterm. Upon degree conferral, the academic record is considered final and further changes will not be made, with the exception of successful final grade appeals as described below. Transfer credits will not be accepted or posted to the academic record after the degree is conferred.

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

Students may opt to take up to 12 elective credits on a pass-fail basis at the University of Jamestown. Courses taken at UJ 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. 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 Final Course Grade Policy

A student may appeal the final 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 instructor's part, and it is the student's responsibility 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 receives in a course.

Students wishing to appeal final course grades should follow this timeline and process:

Discuss the concern with the instructor involved no later than two weeks after the end of the course term. (Calendar weeks — University breaks such as spring break excluded.)

-

Submit the circumstances of the grievance, specific concerns, and a possible remedy.

-

The student should make an appointment and meet with the chairperson or program director as indicated by the department chair.

-

It is the responsibility of the department chair or director to collect evidence from the student and the instructor if the instructor is not separated from the university prior to making a decision.

- The student and instructor will be notified in writing of the department or school's administrative decision within three calendar weeks of the meeting between the student and department representative. The decision and all relevant materials will be submitted to the academic dean for archival with the original submission.

- If the student remains unsatisfied or the instructor who issued the grade is the department chairperson, the student should move directly to the next stage of the appeal process.

Appeal to the Dean of Academic Affairs in writing within one calendar week of notification of the department representatives' decision.

- The form for appealing the final grade to the Dean of Academic Affairs can be found here: https://my.uj.edu/ICS/Academics/Academic_Affairs_Forms.jnz

- Include in the written document the circumstances of the grievance, specific concerns, and a possible remedy.

- The student should make an appointment and meet with the Dean of Academic Affairs.

- It is the responsibility of the Dean of Academic Affairs to collect evidence from the student, the instructor (if not separated from the university), and the department chair and/or program director before making a decision.

- If there are extenuating circumstances, the grievance can be requested to be referred to the Vice President of Academic Affairs (VPAA) to render an opinion. That opinion will be added to the collected materials and used by the Dean of Academic Affairs to render a decision.

- All relevant parties will be notified in writing of the Dean of Academic Affairs' decision, which 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—as determined by the relevant academic administrator—the course grade will administratively be changed to a more appropriate grade, and the instructor of the course and student will be notified of the grade change within one calendar week.

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. At least 6 of the 12 credits must receive a letter grade.

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), Pi Kappa Delta (forensics), Phi Lambda Theta (education), Psi Chi (psychology), and Sigma Theta Tau (nursing).

Graduate Assistant Policy

The University of Jamestown graduate assistantship program provide students with education and training opportunities that align with the educational mission of their degree program. The appointment as a Graduate Assistant contributes to the graduate student's principal objective, which is to develop academically and earn a degree, while also providing financial support to assist in the completion of the academic program.
Graduate assistants are typically full-time graduate students who participate in teaching, research, or administrative activities in exchange for financial support. Graduate assistantships are awarded to graduate students who, based on their credentials, are deemed likely to be highly successful as students.
Graduate students attend the University of Jamestown for the benefits that come because of the educational opportunities we provide in our programs. Graduate assistantships augment those education experiences and provide financial support to help our students focus on their educational goals. Graduate assistantships may be awarded outside of the student's home program. These assistantships require the continued approval of the graduate program director of the student's program, the student's adviser, or the Dean of the College of Graduate and Professional Studies.
Assistantship appointments may vary in length and are contingent upon the availability of funding. Some assistantships are granted for one academic term or year with reappointment dependent upon performance review. Other assistantships are for multiple years with annual performance reviews. A general guideline for maximum time allowed is two years for master's students. Additional time may be approved on a case-by-case basis if the work being accomplished by the student warrants such action.

- If a graduate assistant leaves their role at the University of Jamestown prior to their two-season or two-year commitment and choses to continue their studies, they will pay the remainder of the tuition cost.
- If a graduate assistant completes their two-season or two-year commitment and has remaining credits, they may finish out their credits with full tuition remission unless the remaining credits are for courses that are being retaken.
- If a graduate assistant must retake a course due to academic unsatisfactory performance, they are responsible for the cost of tuition.
- If a Graduate Assistantship is terminated, or the student resigns prior to the withdrawal date, the student is responsible for the prorated full tuition rates for the current term. Full tuition rates shall be assessed in all subsequent terms in which the student is not awarded a Graduate Assistantship.

GRADUATE ASSISTANT ELIGIBILITY
Students must be registered for credit each term they receive an assistantship and must be in good academic standing and maintaining satisfactory progress toward their degree. In addition, international students must maintain the appropriate residency status.
Recommendations for assistantships are made to the Dean of the College of Graduate and Professional Studies and are subject to the dean's approval. Before any assistantship can be awarded, students must be admitted into the academic program of the College of Graduate and Professional Studies as a degree-seeking student. Students placed on Academic Warning may retain their

assistantship. Students placed on Probation may no longer receive an assistantship.
Students offered a graduate assistantship must pass a criminal background check.

GRADUATE ASSISTANT EXPECTATIONS
Students receiving a graduate assistantship are expected to maintain good academic standing and satisfactory progress toward their degrees. Graduate Assistants must maintain a minimum cumulative grade point average of 3.00 on a 4.00 scale. Please refer to the College of Graduate and Professional Studies catalog for more information.
Students receiving a graduate assistantship are expected to complete required trainings annually (e.g., Safety Training, Sexual Harassment Prevention Training, Title IX Training). Failure to complete training can lead to sanctions, including revocation of the tuition waiver and termination of the assistantship.
Students receiving a graduate assistantship are expected to fulfill their responsibilities adhering to the professional and academic expectations of their discipline and in compliance with University of Jamestown policies. Violations of these policies and expectations may result in sanctions, including loss of the assistantship and/or termination from the College of Graduate and Professional Studies.

PROGRAM DIRECTOR/SUPERVISOR EXPECTATIONS
Graduate programs may have specific requirements for eligibility. The College of Graduate and Professional Studies requires that a contract be provided to all graduate assistants. This document should specify expectations for the assistantship, including number of service hours, stipend amount, activities, etc. Programs/assistantship supervisors must provide periodic oral and written assessment and feedback regarding a graduate assistant's performance. This feedback should document areas where improvement is needed, and graduate assistants should be given adequate time to improve in those areas. Feedback should be provided annually at a minimum.
The responsibilities associated with a graduate assistantship may be variable in nature. Activities that are relevant to each student's program of study and contribute to the university's teaching, research/creative activity, or service efforts must be incorporated. The hour commitment defined by an assistantship may be averaged across a given time period. Supervisors must also remain sensitive to the academic demands faced by graduate students.

GRADUATE ASSISTANT TUITION BENEFIT
Students awarded graduate assistantships receive tuition waivers covering up to 6 graduate credits per term at the base tuition rate for regular University of Jamestown graduate courses.
Students are responsible for:

- Any differential tuition
- All student fees
- Tuition for non-graduate credits, including undergraduate courses

Room and board waivers may also be available, depending on the specific assistantship position.

Students eligible for a graduate assistantship waiver may not also receive other tuition waivers. If a student is eligible for more than one waiver, then the waiver which results in the highest tuition to be waived will be applied.

Graduate assistantship stipends vary by discipline. Graduate Assistants cannot receive compensation greater than the value of a full grant-in-aid for a full-time student. The US Department of Labor defines the Graduate Assistant role as one that is primarily an educational relationship and not an employment relationship with the school or with a grantor. An employment relationship will generally exist when a student receives compensation and his or her duties are not part of an overall education program.

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 the Fall, Spring, or Summer terms 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 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.

Online Course Enrollment Policy for students in residential programs

Online Course Enrollment Policy for Residential Students

- All students who are enrolled in residential programs are permitted to enroll in up to **6 semester credits of online coursework** per academic term.

Eligibility Restrictions

- **Students on Academic Sanctions:**
  Residential students who are currently on academic warning or academic probation are **not permitted to enroll in online courses**.
- **First-Semester Freshmen:**
  First-time, full-time residential freshmen are not eligible to enroll in online courses during their initial semester of enrollment.

Enrollment Procedures

- Enrollment in online courses counts toward a student's maximum course load for the term.
- Requests for exceptions to these limitations must be submitted in writing using the Student Petition Form found on myUJ and submitted to the appropriate academic dean, and will be reviewed on a case-by-case basis.

Fees

- Residential undergraduate students will be charged an online per-credit course fee for each online course in which they enroll.
- Details of the current fee are available from the Business Office.

Additional Notes

- All students are responsible for meeting technical requirements and course participation expectations in online courses.
- The policy applies to fall and spring semesters, unless stated otherwise by the university.
- Students are encouraged to consult with their academic advisor before registering for online courses.

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 followingsemester, 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.

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, with 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, with 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 or 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, Orlady 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.

Tobacco & Nicotine Free

In the interest of promoting a healthy, substance-free environment on all the UJ campuses, UJ is a tobacco and nicotine free campus. The use of tobacco and nicotine, in any form, are prohibited on all university properties, except for inside personal vehicles. If a student is found responsible for using tobacco or nicotine on-campus or at a university sponsored event they will be accountable for

sanctions outlined in the UJ Student Handbook.

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. 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 https://clep.collegeboard.org/.

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. Students are not ab liberty to selectively transfer credit.

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 Undergraduate Academic Dean. If a student has an excess of sixty-four lower-level credits, the credits to be accepted in transfer will be determined by the Registrar's office in conjunction with the student's department. In such situations, a student has one semester from their time of entry to UJ to request a change in accepted versus omitted credits. Such a request should be made to the Registrar's office prior to the last date of the term in the student's first semester of enrollment.

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 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 Master's or Doctoral 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.

Each transfer course may be considered under one of the following distinct categories:

- Graduate program course equivalencies
- Graduate advanced standing credit for doctoral candidates

Graduate Program Course Equivalencies

A graduate transfer course accepted for credit must correspond to program courses described in this publication. Whether a course corresponds to one of the program courses described in this publication will be determined by the Registrar in conversation with the Program Director.

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.

Graduate Advanced Standing Credit for Doctoral Candidates

A maximum of 45 graduate advanced standing credits may be granted to doctoral candidates and applied toward total credit hours required for the doctorate degree. Only graduate-level courses will be accepted for advanced standing credits and must be approved by the relevant Program Director. Only courses in which a student earned a letter grade of C- or better or earned a non-letter passing grade are eligible for graduate advanced standing credits.

Courses accepted for graduate advanced standing credit will be reflected on the student's transcript. The transcript will reflect the accepted number of credit hours as general transfer credit. Accepted graduate advanced standing credits will not be calculated in the student's cumulative GPA or program GPA.

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.

Extended Absence Policy

While occasional absences from a class session should be addressed with instructors directly as needed, students may be faced with a longer period of absence from classes due to extended illness, surgery, personal issues, or other circumstances. Students are highly encouraged to schedule elective medical procedures that will lead to extended absence from the course to periods of time outside of the academic term, so as not to disrupt their participation in academic activities. However, the university recognizes that this is not always possible.

For absences that will last longer than two weeks, students must petition the Dean of Academic Affairs for an extended absence from the university. The petition will include a rationale for the request and an expected date of return to full participation. The Dean will engage with the student in an iterative process to determine the viability of their request and whether it can be granted. Approval for such an extended absence is not guaranteed. If it is granted, the Dean will work with the student and their instructors to determine how the extended absence will be implemented. This policy assumes that students granted an extended absence will return to full course participation within the current term.

During the extended absence, students should expect to continue working in their classes as their circumstances permit. Students will be expected to communicate regularly with their instructors and the Dean to keep them apprised of their situation and their expected return to regular course participation. Failure to do may result in a revocation of the extended absence and subject the student to penalties listed in their course syllabi for unexcused absences.

Given the wide range of activities that happen in university classes, it is not possible to guarantee that the university can accommodate an extended absence in all classes. If it is determined that an extended absence is not possible in a course or courses, the student may be required to withdraw from the course or courses that cannot be accommodated. If this is true of all classes for which the student is registered, then the student may be granted a medical withdrawal from the university for that term. The implications of these decisions for tuition refunds, financial aid, and university status will be discussed with the student as part of the iterative process before decisions are finalized.

Attendance (Current language from UC catalog)

The participation of students in all regularly scheduled classes is considered an important part of the academic procedure. It is assumed that students will conscientiously fulfill this responsibility when classes are scheduled and will contribute to class activities. An instructor may consider irregular attendance in his/her evaluation of students' education achievement. Students are responsible for ascertaining attendance requirements for each course in which they are enrolled.

Specific policies related to excused and unexcused absences can be found in the [Student Handbook.](https://uj.smartcatalogiq.com/en/2022-2023/university-student-handbook/academic-and-administrative-policies/absence)

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 Areas

Foss School of Kinesiology, Sport Science, and Physical Therapy

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

Graduate Certificates

- Graduate Certificate in Health Professions Education
- Graduate Certificate in Health Services Research

Courses

- Kinesiology Courses (KNS)
- Physical Therapy Courses (PT)

Faculty

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

Division of Health Innovation and Medical Science

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.

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.

Undergraduate Degree Programs

- Religion-Philosophy, BA
- 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)
- Digital Design, BA

Minors

- Character in Leadership Minor
- Christian Ministry Minor
- Philosophy Minor
- Religion Minor
- Communication Minor
- Communication - Online Journalism and Social Media Minor
- Communication Studies Minor (online)
- Digital Design Minor

Graduate Degree Programs

- Doctor of Leadership
- Master of Arts in Leadership

Graduate Certificates

- Graduate Certificate in Business Leadership
- Graduate Certificate in Healthcare Leadership
- Graduate Certificate in Non-Profit Leadership
- Graduate Certificate in Sports Leadership

Courses

- Leadership Courses - Undergraduate (LDRS)
- Leadership Courses - Graduate (LDRS)
- Philosophy Courses (PHIL)
- Religion Courses (REL)
- Communication Courses (COMM)
- Communication Studies Courses (CMST)
- Computer Science Courses (CS)
- Digital Design Courses (DIG)

Faculty

Unruh School of Character in Leadership 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)
- 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.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

Courses

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

Faculty

School of Nursing Faculty

Division 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

Courses

- Accounting Courses (ACCT)
- Business Courses - Undergraduate (BUSN)
- Business Courses - Graduate (BUSN)

- Business Studies Courses (BSST)
- Economics Courses - Undergraduate (ECON)
- Economics Courses - Graduate (ECON)

Faculty

Department of Business, Accounting, and Economics Faculty

Department of Computing, Design, and Communication

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)

Faculty

Department of Computing, Design, and Communication Faculty

Division 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.

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

- Civil Engineering, BS
- Environmental Science, BS
- Mechanical Engineering, BS
- Applied Information Technology, BA (online)
- Computer Science, BA
- Information Technology & Systems, BA

Minors

- Applied Mathematics Minor
- Environmental Science Minor
- Physics Minor
- Computer Science Minor
- Cybersecurity Minor (online)
- Full Stack Developer Minor (online)
- Game Design Minor
- Information Technology Minor
- Information Technology Minor (online)

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

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

Faculty

Department of Engineering Faculty

Division 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

Division 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)

Courses

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

Faculty

Department of Social Science Faculty

Division 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
- Master of Education in Teacher Leadership

Courses

- Teacher Education Courses - Undergraduate (EDUC)
- Teacher Education Courses - Graduate (EDUC)

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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(The date after a name denotes that person's first year in their position.)

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Chief Information Officer

Dustin Jensen (2018)
Dean of Engagement & Student Affairs

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Assistant to the President and Secretary to the Board of Trustees

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Vice President of Academic Affairs and Dean of the Graduate Faculty

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Athletic Director

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Vice President for Development and Alumni Relations

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Chief Financial Officer

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Director of the Center for Teaching and Learning

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Registrar

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Controller

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Manager of Jimmie Connection/Post Office

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Executive Director of Foss School of Kinesiology, Sport Science, & Physical Therapy
Professor of Physical Therapy

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Professor of Nursing

Unruh School of Character in Leadership

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Program Director of CIL Minor Program
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Assistant Professor of Communication

Lisa Jackson, MA
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Professor of Business Studies

Joan Morris, CPA
Assistant Professor of Accounting

Mort Sarabakhsh, PhD
Professor of Business

Trent Sletto, BA
Instructor of Business

Tonie Stoen, DBA
Assistant Professor of Business

Division of Engineering

Charles Keesee, PhD
Division Director of Engineering
Department Chair of Mechanical Engineering
Associate Professor of Engineering

Isil Anakok, PhD
Assistant Professor of Engineering

Jakob Barnard, PhD
Program Director of MS in IT Leadership
Program Director of Applied IT Program
Associate Professor of Computer Science

Pavan Chappanmath, MS
Instructor of Engineering

Katrina Christiansen, PhD
Associate Professor of Engineering

Olugbenga Dosunmu, EdD
Department Chair of Computer Science
Assistant Professor of Computer Science

Kevin Jauregui, MS
Assistant Professor of Mathematics

Jonathan Lasco, PhD
Department Chair of Civil Engineering
Associate Professor of Engineering

Zia Muhammad, PhD
Assistant Professor of Computer Science

Wes Newton, PhD
Instructor of Mathematics

Poornima Patil, PhD
Associate Professor of Engineering

Erik Sand, MS
Associate Professor of Computer Science

Division of Health Innovation and Medical Science

Julia Chevan, DPT, PhD
Professor of Clinical Research

Cherie Germain, DHSc, MASCP, PA (ASCP)
Program Director of MHS: Pathologists' Assistant

Kerstin Leuther, PhD
Program Director of InSPIRE

Amy Marcano-Reik, DPM, PhD
Program Director of MS in Digital Medicine
Program Director of MS in Medical Science

Steve Taylor, MHS
Assistant Professor of Pathologists' Assistant

Brendalee Viveiros, PhD
Assistant Professor of Clinical Research and Technology

Ben Wolden, DPT
Associate Professor of Clinical Research

Mitch Wolden, PhD
Program Director of PhD in Clinical Research
Professor of Clinical Research

Trevor Wolfe, MHS
Assistant Professor of Pathologists' Assistant

Division of Natural Science

Katsu Ogawa, PhD
Division Director of Natural Science
Department Chair of Chemistry
Associate Professor of Chemistry

Anthony Amaro, PhD
Professor of Chemistry

Jessie Arneson, PhD
Department Chair of Biology
Associate Professor of Biology

Olivia Feagles, PhD
Assistant Professor of Biology

Elizabeth Flory, PhD
Professor of Biology

Wendie Hasler, PhD
Assistant Professor of Biology

Mikaela Maneely, MS

Instructor of Biology

Yulu Zhang, PhD
Assistant Professor of Chemistry

Division of Social Science

Dana Wallace, PhD
Division Director of Social Science
Department Chair of Criminal Justice
Department Chair of Psychology
Professor of Psychology

Christiana Bugri, PhD
Assistant Professor of Political Science

Marc Carpenter, PhD
Department Chair of History and Political Science
Associate Professor of History

Jonathon Dreeze, PhD
Associate Professor of History

Jennifer Gatzke, PhD
Assistant Professor of Behavioral Health and Clinical Counseling

Ben Kirkeby, MS
Associate Professor of Psychology

Jennifer Lipetzky, PhD
Professor of Psychology

Elsie Motter, MS
Program Director of MS in Clinical Counseling
Program Director of Behavioral Health and Clinical Counseling
Associate Professor of Behavioral Health and Clinical Counseling

Katie Richardson Jens, PhD
Professor of Criminal Justice

Division of Teacher Education

Christine Amsler, EdD
Assistant Professor of Teacher Education

James Bear, MEd
Associate Professor of Teacher Education

Kris Crabtree-Groff, EdD
Professor of Teacher Education
Program Director of MEd: Curriculum & Innovation
Program Director of MEd: Teacher Leadership

Courtney LaLonde, PhD
Associate Professor of Teacher Education
Division Co-Director of Teacher Education
Department Co-Chair of Teacher Education

Jessica Schlect, MA
Instructor of Teacher Education

Mundi Schmidt, PhD
Assistant Professor of Teacher Education
Division Co-Director of Teacher Education
Department Co-Chair of Teacher Education

Jeffrey Stotts, EdD
Professor of Teacher Education

Honors Program

Jennifer Lipetzky, PhD
Honors program Director
Professor of Psychology

Sean Flory, PhD
Professor of English

Ernesto Fundora, PhD
Department Chair of Foreign Language
Associate Professor of Foreign Language

Richard Walentine, DMA
Professor of Music

Faculty Emeriti

Sue Anderson, MS

Professor Emerita of Teacher Education

Charles Ault, PhD
Professor Emeritus of Biology

Phyllis Bratton, MSLS
Librarian Emerita

Sharon Cox, MFA
Associate Professor Emeritus of Art

James Dick, MBA
Professor Emeritus of Business Administration

David Godfrey, PhD
Professor Emeritus of English

Vicki Greshik, MBA
Professor Emerita of Business Administration

Caroline Hagen, PhD
Professor Emerita of Teacher Education

Geneal Hall, PhD
Professor Emerita of Nursing

Dorothy Holley, MA
Professor Emerita of English

Mark Joy, PhD
Professor Emeritus of History

Mona Klose, RN, MS, CPHQ
Professor Emerita of Nursing and Institutional Effectiveness

Dina Laskowski, MEd
Professor Emerita of Teacher Education

Kathryn Lemm, MA
Associate Professor of Computer & Technology

Jacqueline Mangnall, PhD
Professor Emerita of Nursing

Louvicia Mayer, MS, RN
Professor Emerita of Nursing

Irene Paasch, PhD
Professor Emerita of Communication

Mary Reed, MBA
Associate Professor of Computer Science & Technology

Stephen Reed, PhD
Professor of Religion

Cecil Roth, MA
Professor Emeritus of Foreign Language

Carolgene Wolf- Matthiesen, MEd
Professor Emerita of Teacher Education

William Wojnar, PhD
Professor Emeritus of Music

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.

Degree Requirements

Requirements for a Graduate Degree

In order to earn a graduate degree from the University of Jamestown, a student must do the following:

- Successfully complete the minimum number of graduate semester credit hours for the degree: 30 for a master's degree and 90 for a doctoral degree (note: individual programs may require more than the minimum credit hours).
- Complete the University's graduate residency requirement by earning at least half of the semester credit hours in the degree from the University of Jamestown.
- Maintain an overall GPA of 3.00 or higher.
- Successfully complete all requirements for the program of study.
- Complete a graduation application.

Graduate Residency Requirement

To fulfill the residency requirement, at least half of the semester credits in the candidate's degree must be earned at the University of Jamestown. Please see the Transfer Courses section of this catalog for additional information on policies concerning transfer credits.

Masters Degree Programs

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

NRSG 501	Introduction to Professional Nursing	4
NRSG 510	Foundations of Professional Nursing Practice	6
NRSG 506	Health and Physical Assessment	3
NRSG 502	Healthcare Technologies and Informatics	3
NRSG 531	Care Management I: Adult and Child Health	7
NRSG 534	Nursing Care for Mental Health and Illness	4
NRSG 530	Evidence Based Practice for Quality and Safety	3

NRSG 533	Care Management II: Adult and Child Health	7
NRSG 532	Nursing Care for the Childbearing Family	4
NRSG 544	Care Management III: Adult and Child Health	7
NRSG 545	Nursing Care for Populations and Communities	4
NRSG 535	Healthcare Policy and Politics	3
NRSG 602	Organizational Theory and Leadership	3
NRSG 610	Advanced Pathopharmacology & Physical Assessment for the Nurse Leader	4
NRSG 698	Professional Nursing Practice: Synthesis & Capstone Practicum	4
NRSG 697	Leadership in Complex Healthcare Systems	4
NRSG 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.

Program Progression & Course Repetition Policy – Nursing

Students are guaranteed a seat only in the cohort to which they were originally admitted. The nursing program follows a cohort model with a fixed number of seats, and students must earn a minimum grade of 77% (C-) in each NRSG course to progress with their cohort.

Students who do not meet the minimum passing grade must meet with the Student Success Coordinator or Program Director and complete a Request to Repeat Form. Because seats are limited, the opportunity to repeat a course is not guaranteed. Requests to repeat a NRSG course are reviewed at the end of the semester. Additional details on this policy are available in the DEMSN ASN Nursing Student Handbook.

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		
NRSG 501	Introduction to Professional Nursing	4
NRSG 502	Healthcare Technologies and Informatics	3
NRSG 506	Health and Physical Assessment	3
NRSG 510	Foundations of Professional Nursing Practice	6
Semester 2		
NRSG 530	Evidence Based Practice for Quality and Safety	3
NRSG 531	Care Management I: Adult and Child Health	7
NRSG 532	Nursing Care for the Childbearing Family	4
Semester 3		
NRSG 533	Care Management II: Adult and Child Health	7

NRSG 534	Nursing Care for Mental Health and Illness	4
NRSG 535	Healthcare Policy and Politics	3
Semester 4		
NRSG 544	Care Management III: Adult and Child Health	7
NRSG 545	Nursing Care for Populations and Communities	4
NRSG 602	Organizational Theory and Leadership	3
Semester 5		
NRSG 606	Transcultural Nursing and Health Challenges	2
NRSG 610	Advanced Pathopharmacology & Physical Assessment for the Nurse Leader	4
NRSG 697	Leadership in Complex Healthcare Systems	4
NRSG 698	Professional Nursing Practice: Synthesis & Capstone Practicum	4

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 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.

Master of Science in Computational Pathology and Digital Medicine

Overview

The Master of Science in Computational Pathology and Digital Medicine (MSCPDM) at the University of Jamestown is a fully online, two-year graduate program designed to prepare students to lead in the growing fields of computational pathology, digital medicine, and biomedical data science.

Students develop the technical, analytical, and ethical foundations to apply artificial intelligence (AI), machine learning (ML), and bioinformatics to real-world clinical and research challenges -- all while learning in a flexible, fully remote format. With a strong foundation in data science, digital diagnostics, and interdisciplinary collaboration, students are equipped to take on high-impact leadership roles across academic, clinical, and industry settings.

Requirements

Core Courses		
DMED 600	Introduction to Digital Medicine & Bioinformatics	3
DMED 602	Programming for Bioinformatics	3
DMED 603	Fundamentals in Medicine	3
DMED 604	Genomic Data Science	3
DMED 605	Machine Learning for Biomedical Data	3

DMED 606	Healthcare Systems and Clinical Informatics	3
DMED 607	Practical Lab: Data Pipelines in Bioinformatics	3
DMED 608	Digital Therapeutics and Personalized Medicine	3
DMED 609	Big Data Analytics in Healthcare	3
DMED 610	Advanced Computational Biology	3
DMED 614	Internship or Industry Practicum	3
CRES 710	Introduction to Clinical Research	3
CRES 720	Biostatistics I	3
CRES 740	Ethics and Professional Issues in Clinical Research	3
CRES 770	Critical Evaluation of the Literature	3

Subtotal: 45

Optional Elective Courses

DMED 615	Biomedical Image Analysis	3
DMED 616	Blockchain in Healthcare	3
DMED 617	Telemedicine and Remote Monitoring	3
DMED 619	Entrepreneurship in Digital Medicine	3
DMED 620	Cybersecurity in Digital Medicine	3

Subtotal: 45

Admissions

Admission Requirements:

To be admitted to the MSCPDM program, prospective students must provide transcripts of all college-level coursework and show conferral of a bachelor's degree from an accredited college or university, three letters of recommendation (at least one from a science faculty member), a personal statement (that addresses motivation for pursuing a graduate degree in computational pathology and digital medicine, career goals, and how the program fits the student's needs), resume/CV, and a UJ graduate application. Applicants will also complete an interview with program faculty. Requirements for acceptance include the following:

- Minimum GPA of 3.0. Students with a lower undergraduate degree GPA may be considered with further graduate-level education or other circumstances demonstrating academic competence. If graduate courses are taken, an overall GPA will be calculated taking these classes into consideration.
- Completion of listed pre-requisites in or in addition to baccalaureate degree:
  - General Biology
  - Human Anatomy and/or Physiology (with Lab)
  - Biochemistry or Genetics
  - Intro to Programming (Python, R, or Java)
  - Calculus I
  - Algebra
  - Introduction to Statistics or Biostatistics
  - English composition or equivalent
- Regardless of nationality or citizenship, an applicant whose native language is not English or whose secondary education has been given outside the Unites States, is required to pass a test of English proficiency. Test results/scores are to be sent directly to UJ from the testing service. TOEFL scores are valid for two years from test dates.

Number of Semesters: 2 Summer Sessions (8 weeks each), 2 Fall Semesters (16 weeks each), and 2 Springs (16 weeks each)

Plan of Study

Year 1 Summer (8 weeks)

DMED 600	Introduction to Digital Medicine & Bioinformatics	3
CRES 720	Biostatistics I	3
	Option for an Elective	

Year 1 Fall (16 weeks)

DMED 602	Programming for Bioinformatics	3
DMED 603	Fundamentals in Medicine	3
DMED 604	Genomic Data Science	3
	Option for an Elective	

Year 1 Spring (16 weeks)

DMED 605	Machine Learning for Biomedical Data	3
DMED 606	Healthcare Systems and Clinical Informatics	3
DMED 607	Practical Lab: Data Pipelines in Bioinformatics	3
	Option for an Elective	

Year 2 Summer (8 weeks)

DMED 608	Digital Therapeutics and Personalized Medicine	3
DMED 609	Big Data Analytics in Healthcare	3
CRES 740	Ethics and Professional Issues in Clinical Research Option for an Elective	3

Year 2 Fall (16 Weeks)

DMED 610	Advanced Computational Biology	3
CRES 710	Introduction to Clinical Research	3

Report and Plan for Internship or Practicum due by the end of this semester.

Year 2 Spring (16 weeks)

DMED 614	Internship or Industry Practicum	3
CRES 770	Critical Evaluation of the Literature	3

Elective Courses

Elective courses to be offered throughout the program (choose 3; 9 credits total)

DMED 615	Biomedical Image Analysis	3
DMED 616	Blockchain in Healthcare	3
DMED 617	Telemedicine and Remote Monitoring	3
DMED 619	Entrepreneurship in Digital Medicine	3
DMED 620	Cybersecurity in Digital Medicine	3

Outcomes

Graduates of this program will be able to:

1. Design and implement computational pipelines for large-scale biological and clinical datasets. (GLO 3,4,5,7)
2. Apply machine learning techniques to medical and genomic data. (GLO 3,4,5,7)
3. Navigate legal and ethical challenges in digital health. (GLO 1,2)
4. Collaborate with clinical and technical teams to deliver innovative healthcare solutions. (GLO 6)
5. Translate complex datasets into actionable clinical insights. (GLO 3,4,5,7)

Master of Science in Kinesiology- Sport Performance

MS in Kinesiology- Sport Performance: Program Overview

The Master's Degree in Kinesiology- Sport Performance at the University of Jamestown aims to advance the field of human performance by preparing leaders who apply cutting-edge research to practice. The program fosters excellence in assessment, program design, and performance enhancement while promoting lifelong learning, professional integrity, and service to the sport and fitness community.

Within the program, students choose an emphasis in Coaching Leadership or Business Management. The Coaching Leadership track develops expertise in coaching methodology, athlete performance optimization, and team leadership, while the Business Management track prepares students for leadership roles in sport organizations through training in management, operations, and strategic planning.

Core Courses

KNS 502	Advanced Exercise Physiology	3
MSCI 610	Biomechanics and Human Movement	3
KNS 504	Principles of Strength and Conditioning Across the Lifespan	3
KNS 602	Psychology of Sport Performance	3
CRES 720	Biostatistics I	3
KNS 605	Nutritional Biochemistry for Health and Performance	3
KNS 508	Advanced Exercise Testing and Prescription	3
KNS 608	Program Design and Administration	3
KNS 699	Capstone	3
		Subtotal: 27

Business Management Emphasis

BUSN 500	Business Fundamentals	3
BUSN 510	Human Resource Management	3
BUSN 640	Innovation Ecosystems	3
		Subtotal: 9

Coaching Leadership Emphasis		
LDRS 510	Sports Marketing, Promotion and Communication	3
LDRS 632	Current Trends in Sports Leadership	3
LDRS 633	Followership: Coaching & Mentoring	3
		Subtotal: 9
		Subtotal: 36

Outcomes

Graduates of the program will be able to:

1. Integrate Scientific Knowledge: Apply concepts from exercise physiology, biomechanics, motor behavior, and nutrition to enhance human performance.
2. Apply Evidence-Based Practice: Evaluate and translate research into effective sport performance and strength and conditioning practices.
3. Conduct Performance Assessments: Administer and interpret fitness and movement assessments to guide program development.
4. Design Training Programs: Develop and implement programs that optimize performance and reduce injury risk.
5. Use Technology and Data: Apply performance technologies and data analysis to monitor and improve outcomes.
6. Demonstrate Coaching and Communication: Effectively instruct, motivate, and lead athletes and clients.
7. Exhibit Professional Practice: Adhere to ethical and professional standards, including those of the National Strength and Conditioning Association.
8. Lead and Collaborate: Apply leadership skills and work effectively within interdisciplinary teams.
9. Engage in Professional Development: Demonstrate commitment to lifelong learning and advancement in the field.

Coaching Leadership Emphasis

- Apply coaching strategies to enhance athlete performance and development.
- Demonstrate leadership that supports team culture, motivation, and ethical decision-making.

Business Management Emphasis

- Apply management and operational principles in sport performance settings.
- Develop strategies to improve organizational effectiveness and growth.

Master of Science in Medical Sciences

Overview

The University of Jamestown's (UJ's) online Master of Science in Medical Sciences (MSMS) is not just another post-baccalaureate or pre-health program -- it is a mission-driven, academically rigorous graduate program intentionally designed to position students for admission to professional schools (MD, DO, DPT, etc.) or successful entry into health and biomedical careers.

UJ's MSMS Program offers a full graduate-level curriculum with advanced coursework in biomedical sciences, pathway opportunities for professional school preparation or medical/healthcare career development, capstone project and ethics training that contribute to professional readiness, and individual advising and academic support tailored for each student to support their individual professional and career goals

Requirements

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Core Courses		
MSCI 600	Foundations of Human Physiology	3
MSCI 602	Molecular and Cellular Biology	3
MSCI 604	Human Anatomy and Embryology	3
MSCI 606	Advanced Musculoskeletal Human Anatomy	3
MSCI 622	Medical Biochemistry	3
MSCI 624	Immunology and Infectious Disease	3
	Or	
MSCI 608	Physics Principles for Health and Rehabilitation	3
MSCI 626	Pathophysiology and Disease	3

	Mechanisms	
MSCI 630	Graduate Medical Writing and Communication	3
MSCI 644	Medical Genetics and Genomics	3
	Or	
MSCI 610	Biomechanics and Human Movement	3
MSCI 699	Capstone Project or Thesis in Medical Science	3
CRES 720	Biostatistics I	3
CRES 740	Ethics and Professional Issues in Clinical Research	3

Subtotal: 36

DPT track students must take MSCI 608 and MSCI 610

Subtotal: 36

Admissions

Admission Requirements:

To be admitted to the program, prospective students must provide transcripts of all college-level coursework and show conferral of a bachelor's degree from an accredited college or university, three letters of recommendation (at least one from a science faculty member), a personal statement (that addresses motivation for pursuing medical science, career goals, and how the program fits the student's needs), resume/CV, and a UJ graduate application. Applicants will also complete an interview with program faculty. Requirements for acceptance include the following:

- Minimum GPA of 3.0. Students with a lower undergraduate degree GPA may be considered with further graduate-level education or other circumstances demonstrating academic competence. If graduate courses are taken, an overall GPA will be calculated taking the graduate-level classes into consideration.
- Completion of the following listed pre-requisites, in addition to baccalaureate degree:
  - Biology I and II (with corresponding Labs)
  - General Chemistry I and II (with corresponding Labs)
  - Organic Chemistry I and II (with corresponding Labs)
  - Physics I (algebra- or calculus-based with corresponding Lab)
  - Physics II (algebra- or calculus-based with corresponding Lab)
  - Anatomy & Physiology (with corresponding Labs)
  - Biochemistry
  - Microbiology
  - College algebra or above
  - English composition or equivalent
- Regardless of nationality or citizenship, an applicant whose native language is not English or whose secondary education has been given outside the Unites States, is required to pass a test of English proficiency. Test results/scores are to be sent directly to UJ from the testing service. TOEFL scores are valid for two years from test dates.

Number of Semesters: 1 Summer (8 weeks), 1 Fall (16 weeks), and 1 Spring (16 weeks)

Subtotal: 36

Plan of Study

Summer (8 weeks)		
MSCI 600	Foundations of Human Physiology	3
MSCI 604	Human Anatomy and Embryology	3
MSCI 630	Graduate Medical Writing and Communication	3
CRES 740	Ethics and Professional Issues in Clinical Research	3
Fall (16 weeks)		
MSCI 602	Molecular and Cellular Biology	3
MSCI 606	Advanced Musculoskeletal Human Anatomy	3
MSCI 622	Medical Biochemistry	3
MSCI 624	Immunology and Infectious Disease	3
DPT Track		
MSCI 608	Physics Principles for Health and Rehabilitation	3
MSCI 610	Biomechanics and Human Movement	3
Spring (16 weeks)		
MSCI 626	Pathophysiology and Disease	3

	Mechanisms	
MSCI 644	Medical Genetics and Genomics	3
MSCI 699	Capstone Project or Thesis in Medical Science	3
CRES 720	Biostatistics I	3

MD/DO Track

MSCI 640	Pharmacology and Therapeutics	3
MSCI 642	Epidemiology and Population Health	3

PhD Track

MSCI 634	Graduate Psychology and Behavioral Science	3

Students should complete a Research-Focused Capstone or Thesis Project.

DPT Track

MSCI 636	Neuroscience and Neurobiology	3

Outcomes

At the end of this program graduates will

1) Implement interdisciplinary experience and expertise into healthcare practice or field. (GLO 2,5)

2) Understand the ethical implications of healthcare practice or field. (GLO 1)

3) Have the scientific foundation to thrive in a healthcare practice or field, including continued graduate study. (GLO 3.4.6.7)

4) Be equipped with the skill set needed to apply and interview for graduate level education. (GLO 3.4.6.7)

5) Apply basic scientific foundational knowledge to solve problems and advance healthcare. (GLO 3.4.6.7)

6) Be able to interpret the scientific literature to make appropriate medical decisions (GLO 3.4.6.7)

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: August, January or May
- 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

Degree Requirements

See Graduate Degree Requirements.

Program Requirements

Students in the Master of Arts in leadership program must complete a total of 36 credit hours with a minimum grade of C- in each course. A maximum of 9 credit hours may be accepted in transfer and are subject to the Transfer Courses - Graduate Level Policy.

Students are expected to complete the program over the course of two years or six semesters.

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 504	Leadership Communication, Conflict Resolution and Negotiation	3
LDRS 511	Initiating Critical Inquiry	3
	Or	
CRES 770	Critical Evaluation of the Literature	3
LDRS 512	Organizational Systems and Change Management	3
LDRS 513	Ethical Discernment for Leaders	3
LDRS 515	Leading in a Global Context	3
LDRS 516	Organizational Culture: Mission, People, and Purpose	3
LDRS 633	Followership: Coaching & Mentoring	3
LDRS 699	Leadership Project/Practicum	3
	Or	
CRES 990	Dissertation I	3
		Subtotal: 27

Clinical Research (CRES) PhD students should enroll in CRES 770 and CRES 990 options.

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
		Subtotal: 9

Non-Profit Leadership Track

LDRS 530	Non-profit Management and Leadership Strategies	3
LDRS 531	Non-profit Performance Measurement and Innovation	3
LDRS 532	Non-profit Funding: Fundraising and Grant Writing	3
		Subtotal: 9

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
		Subtotal: 9

Sports Leadership Track

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: 9
		Subtotal: 36

Admission

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 pursing 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, January, and 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/

This program may be eligible for a graduate assistantship. See Graduate Assistant Policy.

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 or 9 PT elective track courses 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: 13

Accounting Micro-Credential

ACCT 620	Accounting Information Systems	3
ACCT 630	Forensic Accounting	3
		Subtotal: 6

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 509	21st Century Health Care Systems and Policy	3
	Or	
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

PT Electives from DPT Program:

PT 781	Professional Formation I	1
PT 782	Professional Formation II	1
PT 783	Professional Formation III	1
PT 784	Professional Formation IV	2
PT 785	Professional Formation V	1
PT 786	Professional Formation VI	1
PT 892	Health and Wellness in Physical Therapy	2
PT 930	Administration for Physical Therapy	2
PT 970	Physical Therapy Seminar	1
		Subtotal: 12

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 of 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 Chance	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

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

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 Master 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

Licensure Overview

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: The 60-credit-hour curriculum aligns with CACREP standards.
- Practical experience and training: Includes a 100-hour practicum and a 600-hour internship, totaling 700 required hours.
- Preparation for the National Counselor Examination (NCE).

The MCC program meets the LAPC-level requirements. Additional training is required for LPC and LPCC licensure. For more details, visit theNorth Dakota Board of Counselor Examiners website.

Licensure Eligibility

Students will not be immediately licensed upon graduation. Licensure depends on state-specific rules and is governed by a state board. While earning a master's degree is essential, other requirements include clinical training (e.g., practicum and internship) and passing a national exam. Most states require students to wait until their degree is conferred, but North Dakota allows students to begin the licensure process in their final semester. The MCC program supports students by offering licensure preparation resources and field experience coursework.

During the post-graduation gap before obtaining licensure, students may not qualify for insurance reimbursement. Though not required, students are encouraged to take the licensing exam before program completion.

Clinical Training Information

The Practicum and Internship experiences are central to the program, offering hands-on learning under licensed

supervision. Site selection is based on student needs and CACREP standards. Students complete at least 700 hours of training: 100 during Practicum and 600 during Internship, with at least 40% being direct client contact.

Required Clinical Training Elements

Clinical training includes supervised direct service to diverse populations. A tailored training plan helps students meet competency benchmarks. Sites are selected to provide quality experiences aligned with health service psychology. Supervision must be conducted by qualified professionals, and evaluations include direct observation (live or recorded). For more, refer to the Field Experience Manual.

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 in Jamestown; the online graduate studies and Doctor of Physical Therapy programs based at the Fargo campus; and University of Jamestown Accelerated (UJA) located in Phoenix, AZ. The Clinical Counseling program is primarily delivered through distance education and is based in Fargo, ND, with a physical location at 4143 26th Ave. So. Ste. 100, Fargo, ND 58104 for faculty and staff offices. This Fargo location does not currently provide physical resources for students.

The program is primarily distance learning and utilizes the Canvas Learning Management System (LMS). Students are required to have a functional computer with a camera and 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 a minimum cumulative GPA of 3.0; 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 a thesis and 700 hours of clinical training (including 600 hours of internship and 100 hours of 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 582	Internship	3
COUN 583	Internship	3
COUN 570	Psychopharmacology	3

Note 1: COUN 510 and COUN 520 require one week of in-person attendance.

Note 2: Three credits are required for COUN 581. Typically, two credits are earned during a 16-week semester, followed by one credit in the next 16-week semester.

Elective option:

COUN 581	Thesis	1-3

Subtotal: 60

Admission and Costs

Application Information

There are two avenues to be admitted into the 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 may apply directly to the Clinical Counseling Program at any time without using PSYCAS. The program will reserve a spot pending successful completion of requirements. This route is exclusive to UJ students.

2. PSYCAS.org

Applicants who are not currently enrolled at UJ may apply via the Centralized Application Service for Graduate Psychology (PSYCAS).

Application Instructions for Direct Entry

- Complete online application.
- Screening for students at or below junior status; formal interview (Zoom or in-person) occurs the year before program start.
- Advisor and instructor references will be contacted.
- No personal essay or application fee required.

Application Instructions for PSYCAS

- Complete the PSYCAS application.
- Submit official transcripts from all U.S. institutions to PSYCAS.
- Submit official transcript evaluations from foreign institutions using one of the following:
  - Use the World Education Services (WES) link in the Academic History section to order your WES evaluation.
  - Alternatively, use the "Download Evaluation Request Form" in the Academic History section to request evaluation from another approved service.
- Scan and upload a personal statement in the Documents section of PSYCAS.
- Request 2 letters of recommendation via 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. Applicants with fewer should list relevant courses related to psychology or counseling.
- Successful applicants will be contacted for a Zoom interview.

Program Costs

Fall	
Tuition	$8,040 (12 credits)
Fees	$30
Room and Board	$6,000
Books and Supplies	$800
Transportation*	$1,000
Miscellaneous*	$1,000
Subtotal	**$16,870**
Spring	
Tuition	$8,040 (12 credits)
Fees	$30
Room and Board	$6,000
Books and Supplies	$800
Transportation*	$1,000
Miscellaneous*	$1,000
Subtotal	**$16,870**
Summer	
Tuition	$4,020 (6 credits)
Fees	$30
Room and Board	$6,000
Books and Supplies	$400
Transportation*	$500
Miscellaneous*	$500
Subtotal	**$11,450**

This table represents one year of this two-year program.
Cost: $670/credit
*Estimated costs based on student surveys.

Transfer Credit Policy

The University of Jamestown Clinical Counseling Program accepts up to 30 program credits. Students must complete at least half of the training (or its equivalent) through the institution granting the master's degree. Refer to the University Handbook for full details.

Calendar

Fall Semester 2026

August 24	Fall Session A courses begin
August 28	Last day to drop an online course
October 18	Fall Session A courses end
October 19-25	Fall Break – no classes
October 26	Fall Session B courses begin
December 9-11	Mandatory virtual residency
December 20	Fall Session B courses end
December 21, 2026 - January 3, 2027	Winter Break - no classes

Spring Semester 2027

January 4	Spring Session A courses begin
January 8	Last day to drop an online course
February 28	Spring Session A courses end
March 1-7	Spring Break – no classes
March 8	Spring Session B courses begin
May 2	Spring Session B courses end
May 3-9	No classes

Summer Semester 2027

May 10	Summer Session A courses begin
May 14	Last day to drop an online course
June 21-25	Mandatory in-person residency at University of Jamestown campus (Jamestown, ND)
July 4	Summer Session A courses end
July 5	Summer Session B courses begin (note: this session is 7 weeks long)
August 22	Summer Session B courses end

This is a 60-credit program scheduled across 24 months (2 full calendar years). Students are expected to be enrolled year-round—fall, spring, and summer. With only one cohort entry point per year, missing or failing a course may result in up to a year-long delay. A slower-paced option is available, allowing completion at 50% speed (one course per session).

Outcomes

Education and Training 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. Understand and critically evaluate research and scholarly works.
2. Apply research methods to improve individual treatment outcomes.
3. Consider equity, diversity, and inclusion in evaluating psychological research.

2. Ethical and Legal Standards

- Trainees are expected to demonstrate competency in the following areas:

1. Be knowledgeable of and act in accordance with:

    - APA Ethical Principles of Psychologists and Code of Conduct

- Relevant laws and policies across all governance levels
- Professional standards and guidelines

2. Recognize and resolve ethical dilemmas through sound decision-making processes.
3. Conduct themselves ethically in all professional activities.

3. Individual and Cultural Diversity

- Trainees are expected to demonstrate:

1. Ongoing self-reflection of personal/cultural biases and attitudes.
2. Knowledge of diversity in professional settings (research, training, service).
3. Ability to integrate cultural awareness into professional roles.
4. Effective approaches to working with diverse individuals and groups.
5. Understanding of systemic factors such as oppression, privilege, and intersectionality.
6. Awareness of social justice's role in behavioral health access.
7. Advocacy for social equity and justice impacting patient populations.

4. Professional Values and Attitudes

- Trainees are expected to:

Professional Values and Attitudes

1. Behave in ways that reflect psychology's values, including integrity, deportment, professional identity, accountability, commitment to science and practice integration, lifelong learning, and concern for the welfare of others.
2. Engage in self-reflection to maintain and improve performance, well-being, and effectiveness.
3. Actively seek and respond to feedback and supervision.

Communication and Interpersonal Skills

These foundational skills span all aspects of service and interaction in health service psychology. Trainees are expected to:

1. Develop and maintain effective relationships with diverse individuals and professional groups.
2. Produce and comprehend respectful, accessible, and integrated communication—oral, nonverbal, and written.
3. Demonstrate interpersonal effectiveness, including management of difficult communication.
4. Communicate in culturally responsive ways that honor diverse perspectives and styles.

Assessment

Trainees are expected to:

1. Understand diagnostic systems and behavioral patterns, including client strengths and psychopathology.
2. Apply knowledge of human behavior in context.
3. Use contextually informed assessment processes.
4. Critically select and use empirically supported assessment tools with attention to diversity.
5. Interpret data objectively and ethically to guide decisions and avoid bias.
6. Communicate assessment results clearly and sensitively for varied audiences.

Intervention

Trainees will demonstrate the ability to:

1. Build effective therapeutic relationships appropriate to context.
2. Design evidence-based interventions aligned to service goals.
3. Implement interventions based on literature, assessment, culture, and context.
4. Evaluate and adapt interventions using ongoing monitoring.
5. Incorporate equity, diversity, and inclusion in stakeholder education and engagement.

Supervision

Trainees are expected to:

1. Demonstrate knowledge of supervision roles.
2. Understand supervision requirements for their scope of practice.

Consultation and Interprofessional/Interdisciplinary Skills

Trainees are expected to:

1. Work effectively in integrative teams that include diverse professionals and stakeholders.
2. Show respect for the roles, skills, and perspectives of other professionals.

Master of Science in Clinical Research

Overview
Requirements

These are the required core courses.

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 in Clinical Research	3
CRES 750	Epidemiology	3
CRES 760	Grant Writing for Clinical Research	3
CRES 770	Critical Evaluation of the Literature	3
		Subtotal: 24
Electives		
Elective options are listed here.		
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
CRES 830	Health and Bioinformatics	3
CRES 831	Health Policy and Systems Thinking	3
CRES 832	Healthcare Outcome Measurement and Quality Improvement	3
CRES 807	Public Policy for Health Services Research	3
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

Students must take at least 4 electives

Subtotal: 36

Admission
Outcomes

1. Demonstrate profound knowledge of the disciplines inherent to performing ethically based and rigorous clinical research.
2. Apply local and federal guidelines that ensure safety and efficacy of products, medication and information provided to the global society.
3. Appraise evidence in their respective fields.
4. Define the value of data provided in evidence publications and presentations based on their extensive knowledge of research methodology and data analysis.
5. 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.
6. Evaluate technology available for data collection and analysis, including survey instruments and statistical software.

Master of Science in Information Technology Leadership

Overview

Information Technology Leadership Master of Science Vision Statement:

Our vision is to empower graduates who are not only technically skilled but also leaders who can transform their organizations and communities through the integration of computing and leadership excellence.

Information Technology Leadership Master of Science Mission Statement:

The Master of Science in Information Technology Leadership at the University of Jamestown is dedicated to cultivating an individual looking to enhance themselves as a leader adept in navigating the confluence of technology, data analytics, and leadership. Our mission is to provide a transformative educational experience that equips students with a depth of computing knowledge, data-driven decision-making capabilities, and strategic leadership skills. By integrating ethical considerations, cross-disciplinary insights, and global perspectives, we aim to prepare our graduates to excel in and contribute to a rapidly evolving technological landscape.

Our program is committed to nurturing professionals proficient in the latest technological and analytical methodologies and skilled in leading diverse teams, managing various innovative projects, and driving ethical and sustainable change. Through rigorous communication, collaboration, and research training, our students are prepared to articulate and implement technology-driven strategies, fostering innovation and effective change management in various organizational contexts.

Graduates of our program will be forward-thinking, adaptable, and equipped to advance their careers while making significant contributions to their organizations and communities. By emphasizing professional development and lifelong learning, we are dedicated to empowering our students to become visionary leaders who harness the power of technology and analytics to transform and excel in an interconnected global environment.

Requirements

Information Technology Courses		
CS 510	Cyber Ethics	3
CS 520	IT Project Management	3
CS 530	Business Continuity and Disaster Recovery	3
CS 540	Risk Management	3
CS 550	Legal Regulations, Compliance, and Investigations	3
CS 580	Information Technology Leadership Capstone	3
Business Analytics Courses		
BUSN 615	Management Information Systems	3
BUSN 655	Advanced Business Analytics Management	3
Leadership Courses		
LDRS 512	Organizational Systems and Change Management	3
LDRS 515	Leading in a Global Context	3
LDRS 504	Leadership Communication, Conflict Resolution and Negotiation	3
LDRS 633	Followership: Coaching & Mentoring	3

Subtotal: 36

Admission

Master of Health Science in Pathologists' Assistant

Overview

Program to start January 2026

Mission Statement

The mission of the University of Jamestown Pathologists' Assistant program is to educate and empower future healthcare professionals to excel in the field of anatomic pathology. Through rigorous academic training, hands-on clinical experiences, and a commitment to ethical and professional standards, our program prepares students to contribute to diagnostic medicine in an evolving health care system. Our program strives to foster critical thinking, technical expertise, and a lifelong dedication to learning, ensuring our graduates are equipped to meet the evolving challenges of working as part of the diverse diagnostic health care team.

Program Philosophy

The University of Jamestown Pathologists' Assistant program has a philosophy established in the belief that excellence in education, technical proficiency, and ethical practice are fundamental to the practice of a competent Pathologists' Assistant. We are committed to providing an environment that nurtures curiosity, accuracy, and a deep respect for human diversity and dignity. Via a student-centered approach, we emphasize critical thinking, life-long learning, and interdisciplinary collaboration to prepare graduates who are skilled practitioners and compassionate professionals. Our program upholds the highest standards of integrity and innovation, empowering students to make contributions to patient diagnostics and scientific research.

Accreditation and Certification

Accreditation

In 2025, the University of Jamestown Master's in Health Science Pathologists' Assistant program will begin the professional accreditation process through the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS: https://www.naacls.org). Immediately, a Letter of Intent and Program Director approval documents will be submitted with a preliminary report. A comprehensive Self-Study is then submitted, with the students eligible to take the national certification exam upon submission of this document (approximately 1.5 years), occurring prior to graduation of the first cohort. A team of Site Visitors then reviews the program, students, and faculty on-site, followed by a tiered approval process by NAACLS. The maximum accreditation award for initial programs is 5 years.

The curricular and clinical content of the University of Jamestown Pathologists' Assistant program adhere to the NAACLS standards requirements to ensure the program graduates students with basic technical knowledge and skills to practice as a Pathologists' Assistant.

Certification

The American Society of Clinical Pathology Board of Certification (ASCP-BOC) holds the nationally recognized certification for Pathologists' Assistants. The curriculum and clinical experiences are based on the requirements of the content of the certification exam, with preparation for the certification exam in the clinical year of the program. Students are assisted with the application to and scheduling of the exam in the final months of the clinical year.

Successful completion of the University of Jamestown Master's in Health Science Pathologists' Assistant is separate from and not contingent upon passing the ASCP BOC certification exam. Conferment of the degree is based solely on the student's completion of the program requirements.

Requirements

Curriculum

Pre-requisite Admission Requirements:

3.0 GPA Overall

Shadowing Experience*

The following curricular courses are required to be completed prior to application at a regionally accredited

(SH=Semester hours=credits)

8 SH Biology with lab

8 SH General Chemistry with Lab

8 SH of Advanced Chemistry to include Organic Chemistry or Biochemistry (a course of Organic Chemistry and a course of Biochemistry is recommended. Introductory or combined courses are not acceptable.)

3-4 SH Microbiology

3 SH Anatomy

3 SH of College Algebra or higher

3 SH English Composition or equivalent

The University of Jamestown Pathologists' Assistant program is offered as a cohort model to ensure the class has a bonding and supportive environment conducive to learning in the rigorous graduate curriculum. Classes are taken in a progressive, iterative manner to incorporate new information into previously learned materials. Key didactic and technical concepts are reiterated through out the curriculum.

PATH 501	Integrated Anatomy, Pathology, and Embryology	6
PATH 502	Integrated Anatomy Pathology and Embryology II	6
PATH 521	Anatomical Pathology Techniques I	3
PATH 522	Anatomical Pathology Techniques II	3
PATH 565	Clinical Laboratory Management	3
PATH 555	Clinical Immunology and Microbiology	3
PATH 574	Pathophysiology	3
PATH 560	Clinical Pathology	3
PATH 591	Disease Mechanisms I	3
PATH 578	Human Microanatomy	3
EDUC 522	Principles of Curriculum Development and Assessment	3
CRES 740	Ethics and Professional Issues in Clinical Research	3
PATH 593	Pathology Review I	2
PATH 594	Pathology Review II	2
PATH 595	Pathology Review III	2

PATH 596	Anatomic Pathology Practicum I	9
PATH 597	Anatomic Pathology Practicum II	9
PATH 598	Anatomic Pathology Practicum III	9
PATH 592	Disease Mechanisms II	3
PATH 514	Procedures Laboratory I	2
PATH 515	Procedures Laboratory II	2
PATH 516	Procedures Laboratory III	2
		Subtotal: 84

Admission

Admissions requirements

- Provide transcripts with a conferred bachelor's degree from an accredited U.S. or Canadian college or university.
- Provide three letters of recommendation that indicate a strong academic background and professional readiness.
- Interview, if deemed necessary
- Completion of a UJ graduate application, including personal statement and shadowing statement, and submit application fee.
- Regardless of nationality or citizenship, an applicant whose native language is not English or whose secondary education has been given outside the United States, is required to pass a test of English proficiency. Test results/scores are to be sent directly to UJ from the testing service. TOEFL scores are valid for two years from the test dates.
- Minimum GPA of 3.0. Students with a lower undergraduate degree GPA may be considered with further graduate-level education or other circumstances demonstrating academic competence.
- Applicants must complete a shadowing experience with a practicing Pathologists' Assistant or have applicable work experience in Surgical or Autopsy Pathology. A statement regarding this experience is required in the application. There is no set number of hours that applicants need to shadow. Rather, it is expected that the applicant gains enough knowledge to articulate in writing (and verbally if invited for an interview) the experience of shadowing and the typical responsibilities of a Pathologists' Assistant.
- Completion of listed pre-requisites in or in addition to baccalaureate degree:
  - Biology (with laboratory): 8 semester hours
  - General Chemistry (with laboratory): 8 semester hours
  - Organic Chemistry I/II (with laboratory) 8 semester hours
  - Biochemistry (with laboratory): 4 semester hours
  - Microbiology (with laboratory): 4 semester hours
  - College algebra or above: 3 hours
  - English composition or equivalent: 3 hours

Program Costs

PGY1:

Spring Semester:

Tuition: 17 credits: ($650/cr): $11,050.00

Fees: (PATH 501): 750.00

(PATH 514): 500.00

Total: $12,300.00

Summer Semester:

Tuition: 17 credits: ($650/cr): $11,050.00

Fees: (PATH 501): 750.00

(PATH 515): 500.00

Total: $12,300.00

Fall Semester:

Tuition: 17 credits: ($650/cr): $11,050.00

Fees: (PATH 516) 500.00

Total: $11,550.00

PGY 1 Total: **$36,150.00**

PGY2:

Spring Semester:

Tuition: 11 Credits:($650/cr): $7,150.00

Summer Semester:

Tuition: 11 Credits: ($650/cr): $7,150.00

Fall Semester:

Tuition: 11 Credits: ($650/cr): $7,150.00

PGY 2 Total: **$21,450.00**

Program Tuition and Fees Total: **$57,600.00**

Plan of Study

Course List with Credits

Course	Credits	Weeks
PGY 1		
PATH 501 Integrated Anatomy, Pathology, and Embryology I	6	16
PATH 502 Integrated Anatomy Pathology and Embryology II	6	16
PATH 514 Procedures Laboratory I	2	16
PATH 515 Procedures Laboratory II	2	16
PATH 516 Procedures Laboratory III	2	16
PATH 521 Anatomical Pathology Techniques I	3	16
PATH 522 Anatomical Pathology Techniques II	3	16
PATH 565 Clinical Laboratory Management	3	16
PATH 555 Clinical Immunology and Microbiology	3	8
PATH 574 Pathophysiology	3	16
PATH 560 Clinical Pathology	3	8
PATH 591 Disease Mechanisms I	3	16
PATH 592 Disease Mechanisms II	3	16
PATH 578 Human Microanatomy	3	16
EDUC 522 Principles of Curricular Development and Assessment	3	8
CRES 740 Ethics and Professional Issues in Clinical Research	3	8
PGY 2		
PATH 593 Pathology Review I	2	16
PATH 594 Pathology Review II	2	16
PATH 595 Pathology Review III	2	16
PATH 596 Anatomic Pathology Practicum I	9	16
PATH 597 Anatomic Pathology Practicum II	9	16
PATH 598 Anatomic Pathology Practicum III	9	16
Total:	84	

Subtotal: 84

Outcomes

Pathologists' Assistant Program Learning Outcomes

The University of Jamestown's Pathologists' Assistant program strives to produce the highest quality Pathologists' Assistant graduates in the country. To this end, our curriculum has been designed to offer a broad education to the prospective student, with the following outcomes:

Outcome 1: Students will be able to demonstrate and perform the appropriate anatomic pathology techniques for the preparation, gross description and dissection of human surgical tissue specimens, to include:

- Accessioning in laboratory information systems.
- Recovering from data archives the relevant patient clinical information and history, including scans, x-rays, laboratory data and correlate with pathologic findings
- Dissection, description, and appropriate submission of gross anatomic features and recognized pathology of surgical specimens.
- Preparing tissues by appropriate fixation for histological processing prior to examination by light, electron and immunofluorescence microscopic examination
- Selecting, preparing and submitting appropriate tissue samples for frozen section analysis as appropriate and performing the frozen section procedure to prepare a diagnostic slide for Pathologist review.
- Obtaining appropriate tissue and body fluid samples for ordering special testing as necessary, based on tissue type and pathology present including but not limited to immunofluorescence, flow cytometry, cytogenetics, and microbiology.
- Awareness of tissue biorepository regulations and protocols, and ability to correctly obtain permissions, collect and store tissue.
- Photographing and/or digitizing gross tissue specimens and microscopic slides of embedded sectioned and stained tissue slides
- Ensuring that all appropriate protocols are followed, that data reports are generated in a timely manner and that there is adherence to all safety requirements
- Knowledge of CPT coding of surgical and autopsy according to AMA and NCCI guidelines.
- Ensuring that equipment is maintained and that supplies of reagents and disposable are adequate

Outcome 2: Students will be able to demonstrate and perform the appropriate autopsy pathology techniques for the recovery, preparation, gross description and dissection of human organs and tissue specimens, to include:

- Verifying that proper legal authorization exists and securing copies of same.
- Obtaining, reviewing, and providing to the Pathologist the patient's medical record and other pertinent data.
- Conferring with the Pathologist to identify any special autopsy material required such as for cultures or smears or whether special examination techniques/studies will be used such as immunofluorescence, toxicology, viral or electron microscopic studies
- Notifying the physician in charge, the funeral home, and all other appropriate authorities prior to commencing the autopsy; coordinating any requests for special samples of tissues or body fluids
- Performing the postmortem examination including, external examination, in situ organ inspection, evisceration, dissection, description and dictation of findings including organ weights, gross anatomic findings, presence or absence of body fluids etc.
- Selecting, preparing and submitting appropriate tissue samples for frozen section analysis as appropriate
- Selecting, preparing and submitting representative tissue samples for examination by light and electron microscopy
- Gathering and organizing clinical information and data necessary for a preliminary summary of the clinical history and formulation of a preliminary anatomic diagnosis in consultation with the pathologist.

- Preparing the body for release (including a listing of the associated biohazards such as contagious disease, radioactive implants etc.) and releasing the body to the appropriate mortuary or funeral home representative
- Assisting in the organization and coordination of Morbidity and Mortality (M&M) conferences, Anatomic Pathology Conferences, Grand Rounds, Tumor Boards and wherever autopsy findings are relevant to patient care

Outcome 3: Students will demonstrate the ability to effectively communicate verbally and in writing. At the completion of this degree program, the students will:

- Prepare effective oral presentations supported by appropriate literature research
- Generate written communications of all types in a professional manner
- Display interpersonal communication skills providing ability to communicate and manage as a mid-level provider with other health care providers, nursing, technicians and staff to provide optimal patient care in an ethical manner.

Outcome 4: Students will demonstrate the ability to administer a pathology laboratory/autopsy service successfully. By the end of this degree program, the student will:

- Compile and arrange laboratory goals in a concise and effective manner.
- Construct and coordinate resources (financial, human, technological, and logistical) for optimal laboratory management.
- Compose appropriate and correct laboratory procedures
- Evaluate the effectiveness of implementation plans and redirect resources as appropriate.
- Promote a diverse and accepting work environment
- Administer and operate a laboratory in an ethical manner

Outcome 5: Students will have a basic understanding of teaching pedagogy and an ability to clinically train other health professionals. By the end of this degree program, the student will:

- Research and develop a professional-level lecture on an assigned subject
- Develop a comprehension of educational methodologies and competence to form educational objectives and assessment methods.
- Recognize different learning styles and correlate appropriate teaching methods

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

Degree Requirements

See Graduate Degree Requirements.

Program 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.

The Ph.D. in Clinical Research program consists of 48 credit hours. To remain in good academic standing students throughout their doctoral studies must meet the minimum cumulative GPS requirement specified by the graduate program or 3.00 (on a 4.00 scale) for courses being applied toward program requirements, whichever is higher. Students must earn a minimum passing grade of B in each required core course and C in each elective course. The program does not accept course equivalencies in transfer for program credit. However, a maximum of 42 credit hours may be accepted as graduate advanced standing credit to be counted toward requirements for the degree and are subject to the Transfer Courses - Graduate Level Policy.

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

Dissertation 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

Business Track Courses

BUSN 505	Advanced Business Research Methods	3
BUSN 510	Human Resource Management	3
BUSN 640	Innovation Ecosystems	3
ECON 650	Economic Analysis	3

Admission

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)

Apply here: https://ahcas.liaisoncas.com/applicant-ux/#/login

Program Costs

48 Credits Total: https://accelerated.uj.edu/academics/programs/clinical-research/

This program is not eligible for a graduate assistantship. See Graduate Assistant Policy.

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 730	Design and Implementation of Clinical Trials	3

Spring 2

CRES 740	Ethics and Professional Issues in Clinical Research	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 the Adult Learner	3
LDRS 509	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 820	Instruction Strategies for Online Learning	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.

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 Leadership	3
LDRS 701	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	3

	for Organizational Leadership	

Subtotal: 27

Research Core

3 courses, 9 credits

LDRS 791	Action & Project-based Research	3
LDRS 792	Scholarly & Critical Inquiry	3
LDRS 793	Strategies & Techniques for Data-driven Solutions	3

Subtotal: 9

Residencies & Professional Experiences

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	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

Non-profit Leadership Concentration

LDRS 730	Non-profit Management and Leadership Strategies	3
LDRS 731	Non-profit Performance Measurement and Innovation	3
LDRS 732	Non-profit Funding: Fundraising and Grant Writing	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

Adult Education & Professional Development Concentration

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

Subtotal: 9

Nurse Educator Concentration

NRSG 520	The Nurse Educator	3
NRSG 525	Curriculum Development and Assessment in Nursing Education	4 (3 theory, 1 practicum)
NRSG 540	Clinical Supervision and Evaluation	5 (3 theory, 2 practicum)

Subtotal: 12

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	4

	Therapy	
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	3
PT 752	Biomechanics and Kinesiology	4
PT 753	Therapeutic Interventions	4
PT 769	Evidence-Based Practice I	2
PT 781	Professional Formation I	1
PT 782	Professional Formation II	1
PT 783	Professional Formation III	1
PT 784	Professional Formation IV	2
PT 785	Professional Formation V	1
PT 786	Professional Formation VI	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 for 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
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 943	Vestibular Rehabilitation	1
PT 961	Pediatrics for Physical Therapy	4
PT 970	Physical Therapy Seminar	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.

Contact 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 I **OR** Human Anatomy *Either option MUST be completed in biology, neuroscience, anatomy, or integrated physiology department*	BIOL 208
	Human Anatomy and Physiology II with Lab **OR** Human Physiology with Lab	Human Anatomy and Physiology II **OR** Human Physiology *Either option MUST be completed in biology, neuroscience, anatomy, or integrated physiology department*	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, Microbiology, Molecular Biology, Zoology *Botany not accepted*	BIOL 151
8 Total Semester Hours	General Chemistry I with Lab	General Chemistry I	CHEM 133
	General Chemistry II with Lab	General Chemistry II, Biochemistry, Inorganic Chemistry, Organic Chemistry	CHEM 134
8 Total Semester 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 Semester Hours	General Psychology	General Psychology	PSYC 101
3 Total Semester Hours	Lifespan Development **OR** Abnormal Psychology	Developmental Psychology	PSYC 203 or PSYC 302
3 Total Semester 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	Professional Formation 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 for 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 784	Clinical Ed Theory IV	1

Last 6 weeks

PT 882	Clinical Experience II	6
		Subtotal: 18

Spring

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
PT 785	Clinical Ed Theory V	1
		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 872	Evidence-Based Practice III	2
PT 862	Musculoskeletal II	4
PT 942	Physical Rehabilitation II	4
PT 961	Pediatrics for Physical Therapy	4
PT 786	Professional Formation VI	1
		Subtotal: 15

Spring

PT 884	Clinical Experience IV	12
PT 895	Comprehensive Case Management	2
PT 893	Advanced and Specialty Topics in Physical Therapy	1
PT 970	Physical Therapy Seminar	1
		Subtotal: 16

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 may 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 is recommended by the Program but not required. Any student may request a medical or religious exemption from a required vaccination. Vaccination exemption forms are available from the Program Director and must be completed and returned to the Program Director for University approval. Forms must not be completed by a family member. These requirements are based upon CDC recommendations and clinical education site requirements and are subject to change. Students will be notified of any changes in requirements. Each document must be approved by the Program.
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 are essential and required. Absences and tardiness impact a student's academic performance and success in the program as students not only miss the instruction designed to help gain the knowledge and skills necessary to practice physical therapy, but also the ability to practice and learn from the participation and input of their fellow students during class. Absences and tardiness may also negatively impact the learning environment of the classroom and laboratory, thus adversely influencing the instruction environment for others.

Outside Commitments

A student's primary obligation is to the PT Program and its affiliated activities. Any outside activity such as employment, volunteering, vacations, or recreational activities must be scheduled with this obligation in mind. Students should not finalize outside schedules until course

schedules are confirmed. Students who work must maintain job flexibility to attend all class sessions. If a scheduled class time changes and conflicts with a student's work schedule, the student must contact the course instructor immediately.

Tardiness

A student who arrives late for class must inform the instructor of the reason for their tardiness during a break or immediately following the class session. The course instructor will complete a Student Encounter Form documenting the occurrence which will be sent to the student's advisor and placed in the student's file. A student who arrives late for class a third time will be required to meet with their advisor to develop an action plan to address the professional behavior concern.

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.

Absence Due to Illness

A student who is absent due to illness must notify the course instructor as soon as possible by phone call or email.
Student Absentee Requests
All requests to be absent from scheduled class must be submitted to the Program Director using the Student Absentee Request Form (Appendix 6):
• Planned absences (e.g., family wedding): Submit at least 4 weeks in advance. Requests submitted with less than 4 weeks notice may not be approved.
• Unforeseen absences (e.g., family funeral): Submit as soon as possible.
The Program Director will approve, modify, or deny the request and notify the course instructor of the outcome.
If the request is approved, the student is excused from class and is expected to complete the remediation plan in collaboration with the course instructor. Examples of excused absence reasons include but are not limited to a family wedding or funeral, close friend's wedding, professional conference attendance, or participation in a research opportunity.
If the request is denied, the student is not excused from class and is expected to attend. Examples of unexcused absence reasons include but are not limited to a vacation with family or friends, participation in sport or recreational activities, and employment commitments.
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. Repeated absences may be identified as a professional behavior concern and the student's advisor will be notified. The advisor and/or Program Director will set up a meeting with the students to discuss and develop an action plan.

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 Management	3
LDRS 602	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

Subtotal: 12

Requirements

CRES 830	Health and Bioinformatics	3
CRES 831	Health Policy and Systems Thinking	3
CRES 832	Healthcare Outcome Measurement and Quality Improvement	3
CRES 807	Public Policy for Health Services Research	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 Model-informed Drug Development (MIDD)

Certificate Courses

Model-informed Drug Development (MIDD)		
DMED 621	Foundations of Model-informed Drug Development	3
DMED 622	Quantitative Pharmacology and Computational Modeling	3
DMED 623	Clinical Trial Simulation and Model-informed Decision-making	3
DMED 624	Regulatory Science, AI, and Emerging Innovations in MIDD	3

Subtotal: 12

Subtotal: 12

Outcomes

Upon successful completion of the Certificate in Model-Informed Drug Development (MIDD), students will be able to:

- PLO 1: Apply pharmacokinetic (PK), pharmacodynamic (PD), and quantitative pharmacology principles to evaluate drug behavior, therapeutic response, and dose optimization across stages of drug development.
- PLO 2: Develop, interpret, and critically evaluate computational and model-based approaches—including population PK, exposure-response, and physiologically based pharmacokinetic (PBPK) models—to inform drug development decisions.
- PLO 3: Utilize simulation, modeling, and quantitative decision-making strategies to support clinical trial design, dose selection, efficacy assessment, and risk-benefit evaluation.
- PLO 4: Assess the role of regulatory science, model credibility, validation frameworks, and evidentiary standards in supporting model-informed drug development and regulatory submissions.
- PLO 5: Evaluate emerging technologies, including artificial intelligence (AI), machine learning, digital biomarkers, and advanced analytics, for their potential to enhance model-informed drug development and precision medicine.

Graduate Certificate in Non-Profit Leadership

Overview
Requirements

LDRS 500	Foundations of 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. 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

ACCT - Accounting

ACCT 620 - Accounting Information Systems (3)

This course explores the design, implementation, and management of Accounting Information Systems (AIS) within modern organizations. Students will examine the integration of accounting principles with information technology to support financial reporting, internal controls, auditing, and decision-making processes. Emphasis is placed on system architecture, data management, cybersecurity, and regulatory compliance. The course also investigates emerging technologies such as ERP systems, cloud computing, data analytics, and artificial intelligence in the context of AIS. Through case studies and applied projects, students will critically evaluate system risks, controls, and best practices in designing secure and efficient accounting systems.

Prerequisite: none. Corequisite: none. Crosslisted as: none. Offered: Summer A.

Outcomes

1. Analyze the role and structure of Accounting Information Systems in supporting financial and managerial accounting functions within organizations.
2. Evaluate internal control frameworks (e.g., COSO, COBIT) and apply them to assess system risks and design effective controls for AIS.
3. Demonstrate proficiency in the use and analysis of enterprise systems (e.g., ERP platforms such as SAP or Oracle) relevant to accounting processes.
4. Assess the impact of regulatory requirements (e.g., SOX, GDPR) on AIS design and implementation.
5. Apply principles of data governance, cybersecurity, and ethical considerations to safeguard accounting data and ensure system integrity.
6. Design and document AIS processes using tools such as flowcharts, data flow diagrams, and Unified Modeling Language (UML).
7. Integrate emerging technologies such as data analytics, artificial intelligence, and cloud-based systems into accounting processes to enhance decision-making and reporting accuracy.
8. Critically evaluate real-world case studies involving AIS failures, fraud, or successful implementations to identify lessons learned and best practices.

ACCT 630 - Forensic Accounting (3)

This course provides an in-depth examination of forensic accounting principles, practices, and investigative techniques used to detect, investigate, and prevent financial fraud and misconduct. Students will explore the legal, ethical, and regulatory frameworks governing forensic accounting, including litigation support, expert witness testimony, and white-collar crime. Key topics include fraud schemes, asset misappropriation, financial statement fraud, cybercrime, data analytics in fraud detection, and the role of forensic accountants in civil and criminal proceedings. Through case studies, simulations, and applied research, students will develop the analytical, investigative, and reporting skills essential for careers in forensic accounting, internal audit, compliance, and enforcement.

Prerequisite: none. Corequisite: none. Crosslisted as: none. Offered: Summer B.

Outcomes
1. Explain the role of forensic accounting in fraud detection, prevention, and legal proceedings, including the responsibilities of forensic accountants in litigation and regulatory environments.
2. Identify and analyze common types of occupational fraud and financial crimes, including embezzlement, financial statement manipulation, bribery, and cyber-enabled fraud.
3. Apply investigative techniques such as interviews, digital forensics, data mining, and financial analysis to uncover and document fraudulent activity.
4. Evaluate the legal and ethical considerations surrounding forensic accounting, including expert witness standards, evidence admissibility, and professional conduct.
5. Interpret and assess red flags and fraud indicators using financial statement analysis, ratio analysis, and forensic data analytics tools.
6. Develop fraud risk assessments and internal control recommendations tailored to various organizational contexts and industries.
7. Prepare and present forensic reports and litigation support documentation in a format suitable for legal and regulatory audiences.
8. Critically evaluate real-world forensic accounting cases to identify root causes, control failures, and strategies for remediation and prevention.

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 course emphasizes research methodology, including the meaning of research, its sequential development, and the types and steps of the scientific method as applied to business. Practical and academic applications are explored.

Offered: Fall, Spring.

Outcomes

Understand the importance of research in the business context: Students should recognize the significance of research in decision-making and problem-solving within organizations. They should understand how research methods can provide valuable insights and contribute to evidence-based business practices.

Develop knowledge of research design and methodology: Students should acquire a comprehensive understanding of different research designs, including experimental, survey, observational, and case study approaches. They should also learn about quantitative and qualitative research methods, data collection techniques, and sampling methods.

Apply research tools and techniques: Students should gain proficiency in using various tools and techniques employed in business research. This may include statistical analysis software, survey design platforms, qualitative data analysis software, and data visualization tools.

Conduct literature reviews: Students should learn how to critically review and synthesize existing research literature relevant to their research topic. They should be able to identify gaps, inconsistencies, and opportunities for further research based on their review.

Develop research questions and hypotheses: Students should be able to formulate clear and concise research questions or hypotheses that address specific business problems or research objectives. They should understand the importance of research questions in guiding the research process.

Collect and analyze data: Students should learn how to collect and analyze data using appropriate methods and techniques. This may involve designing surveys, conducting interviews, running experiments, or analyzing existing datasets. They should also be proficient in using statistical analysis tools to interpret and draw conclusions from their data.

Interpret and present research findings: Students should be able to interpret research findings and communicate them effectively to different stakeholders. They should develop skills in presenting research results through written reports, oral presentations, and data visualization techniques.

Understand research ethics: Students should understand the ethical considerations involved in business research, including privacy, confidentiality, informed consent, and the responsible use of data. They should adhere to ethical guidelines and demonstrate integrity throughout the research process.

Apply research findings to business decision-making: Students should be able to apply the insights gained from their research to real-world business scenarios. They should demonstrate the ability to translate research findings into practical recommendations and strategies that can inform managerial decision-making.

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.

Outcomes

Understand the role and importance of human resource management (HRM) in organizations: Students should comprehend the strategic significance of HRM in attracting, developing, and retaining a skilled and motivated workforce. They should recognize the impact of effective HRM practices on organizational performance and success.

Familiarize with key HRM functions: Students should gain knowledge of the various functions within HRM, such as recruitment and selection, training and development, performance management, compensation and benefits, employee relations, and employee engagement. They should understand the purpose and processes associated with each function.

Comprehend legal and ethical considerations in HRM: Students should be aware of the legal frameworks, regulations, and ethical considerations that guide HRM practices. They should understand the importance of fairness, equality, and non-discrimination in areas such as hiring, promotion, compensation, and disciplinary actions.

Develop skills in workforce planning and talent acquisition: Students should be able to analyze organizational needs, forecast future workforce requirements, and develop strategies to attract and select qualified candidates. They should understand the recruitment and selection process, including job analysis, job descriptions, interviewing techniques, and assessment methods.

Acquire knowledge of employee training and development: Students should understand the importance of employee learning and development for individual and organizational growth. They should be familiar with training needs analysis, designing training programs, delivering effective training sessions, and evaluating training outcomes.

Gain competency in performance management: Students should learn how to establish performance standards, conduct performance appraisals, provide feedback, and set performance improvement goals. They should understand the link between performance management and employee motivation, development, and rewards.

Understand compensation and benefits management: Students should comprehend the principles of compensation and benefits management, including job evaluation, salary structures, incentive systems, and employee benefits. They should understand the role of compensation in attracting and retaining employees and promoting fairness within the organization.

Develop skills in employee relations and conflict management: Students should be able to manage employee relations effectively by understanding the dynamics of employee-employer relationships, handling grievances and disputes, and promoting positive workplace cultures. They should learn strategies for resolving conflicts and maintaining productive working relationships.
Familiarize with HR metrics and analytics: Students should understand the importance of HR metrics and data-driven decision-making. They should learn how to collect, analyze, and interpret HR data to measure HR effectiveness, identify trends, and support evidence-based HR practices.
Develop skills in HR policy development and implementation: Students should be able to develop HR policies and procedures that align with organizational goals, legal requirements, and best practices. They should understand the process of policy implementation, communication, and compliance monitoring.

BUSN 590 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

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.

Outcomes
Understanding consumer behavior: Students will gain an understanding of the factors that influence consumer behavior. They will explore psychological, social, cultural, and situational factors that shape consumer attitudes, motivations, and decision-making processes.
Consumer research methods: Students will learn different research methods and techniques used to study consumer behavior. They will gain knowledge of quantitative and qualitative research approaches, including surveys, interviews, focus groups, and observation. They will understand how to collect, analyze, and interpret consumer data.
Consumer decision-making process: Students will explore the stages of the consumer decision-making process, including problem recognition, information search, evaluation of alternatives, purchase decision, and post-purchase evaluation. They will understand the factors that influence each stage and the implications for marketing strategies.
Market segmentation: Students will learn about market segmentation and targeting strategies. They will understand how to identify and define consumer segments based on demographic, psychographic, and behavioral characteristics. They will explore approaches to targeting specific consumer segments effectively.
Consumer attitudes and perception: Students will gain knowledge about consumer attitudes and perception and their impact on consumer behavior. They will learn how attitudes are formed, changed, and influenced by marketing activities. They will understand the role of perception in the interpretation of marketing messages and the importance of managing consumer perceptions.
Consumer motivation and needs: Students will explore the concept of consumer motivation and needs. They will understand different types of consumer needs, such as functional, social, and emotional needs, and how they drive consumer behavior. They will learn how to identify and appeal to consumer motivations through marketing strategies.
Influences on consumer behavior: Students will examine various external influences on consumer behavior. They will explore the role of culture, social class, reference groups, family, and personal factors in shaping consumer attitudes and behaviors. They will understand the impact of marketing communications, advertising, and social media on consumer decision-making.
Branding and consumer behavior: Students will gain insights into the relationship between branding and consumer behavior. They will understand how brands influence consumer perceptions, preferences, and loyalty. They will learn branding strategies that create strong connections with consumers and drive brand loyalty.

Consumer behavior in the digital age: Students will explore the impact of digital technology and the internet on consumer behavior. They will understand how online platforms, e-commerce, and social media shape consumer decision-making and purchasing behavior. They will learn digital marketing strategies to engage and influence consumers effectively.
Ethical and sustainable consumer behavior: Students will examine ethical and sustainable issues in consumer behavior. They will explore the role of corporate social responsibility, ethical marketing practices, and sustainability initiatives in influencing consumer choices. They will understand the growing importance of ethical and sustainable considerations in consumer decision-making.

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.

Outcomes
Analyze the fundamental concepts and principles of Management Information Systems (MIS) and their role in organizations
Identify and analyze the various components of an information system, including hardware, software, data, and people, and their interrelationships.
valuate the strategic importance of information systems in achieving organizational goals and competitive advantage.
Apply critical thinking and problem-solving skills to analyze and address real-world business challenges using information systems.
Demonstrate knowledge of different types of information systems used in organizations, such as transaction processing systems, decision support systems, and enterprise resource planning systems.
Develop an understanding of the role of databases and data management in information systems, including data modeling, storage, retrieval, and security.
Assess the ethical and social implications of information systems, including privacy, security, and the impact of technology on individuals and society.
Analyze the role of emerging technologies, such as artificial intelligence, blockchain, and cloud computing, in shaping the future of information systems.
Develop effective communication skills to effectively convey technical information to both technical and non-technical stakeholders.
Apply project management principles and techniques to plan, implement, and evaluate information systems projects.

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.

Outcomes
Understanding the most-current social media platforms: Students will gain knowledge and understanding of different and current social media platforms. They will learn about the unique features, audience demographics, and usage patterns of each platform.
Developing a social media strategy: Students will learn how to develop a comprehensive social media strategy aligned with business goals and target audience. They will understand the importance of setting objectives, defining target audience personas, choosing appropriate platforms, and creating content plans.
Content creation and curation: Students will learn how to create and curate engaging and relevant content for social media platforms. They will understand the principles of visual and written content creation, including graphic design, copywriting, and video production. They will learn how to tailor content to different social media platforms and engage with the target audience.
Social media advertising: Students will gain knowledge and skills in utilizing social media advertising to reach and engage target audiences. They will learn how to set up and manage social media ad campaigns, select targeting options, optimize ads for maximum reach and engagement, and analyze campaign performance.
Community engagement and management: Students will understand the importance of community engagement on social media. They will learn strategies for building and managing online communities, fostering meaningful interactions, and handling customer inquiries, complaints, and feedback effectively.
Social media analytics and measurement: Students will gain proficiency in using social media analytics tools and platforms to measure and analyze the performance of social media campaigns. They will learn how to track key performance indicators (KPIs), interpret data, and make data-driven decisions to improve social media marketing efforts.
Influencer marketing: Students will explore the role of influencers in social media marketing and learn how to develop influencer marketing strategies. They will understand how to identify, engage, and collaborate with relevant influencers to amplify brand reach and credibility.
Social media and branding: Students will understand the impact of social media on brand development and management. They will learn how to build a strong brand presence on social media platforms, maintain brand consistency, and leverage social media to enhance brand reputation and equity.
Social media crisis management: Students will learn how to effectively handle social media crises and negative feedback. They will understand the importance of proactive monitoring, swift response, and transparent communication during crisis situations.
Ethical and legal considerations: Students will explore ethical and legal considerations in social media marketing. They will understand privacy regulations, intellectual property rights, disclosure requirements, and other ethical considerations in social media marketing practices.

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.

Outcomes
Understand the concept of Business Process Management (BPM): Define BPM and its importance in organizations. Understand how BPM aligns with organizational goals and objectives.
Identify and analyze business processes: Learn techniques for identifying and mapping business processes. Understand the importance of process analysis for identifying inefficiencies, bottlenecks, and opportunities for improvement.
Apply process modeling techniques: Gain proficiency in using process modeling notations such as Business Process Model and Notation (BPMN) or Unified Modeling Language (UML) to represent and communicate business processes effectively.
Evaluate process performance: Learn methods for measuring and evaluating process performance, including key performance indicators (KPIs) and process metrics. Understand how to identify and interpret performance gaps.
Design and optimize business processes: Develop skills in designing and reengineering business processes to improve efficiency, effectiveness, and customer satisfaction. Apply techniques such as Lean Six Sigma, process automation, and continuous improvement methodologies.
Implement BPM technologies: Gain knowledge of BPM software and tools used to support process modeling, automation, and monitoring. Understand the benefits and challenges of implementing BPM technologies within an organization.
Manage process change and organizational culture: Explore strategies for managing process change, including change management techniques and strategies for overcoming resistance to change. Understand the role of organizational culture in BPM implementation.
Foster collaboration and communication: Develop skills in facilitating cross-functional collaboration and communication to support effective BPM initiatives. Understand the importance of stakeholder engagement and involvement.
Understand the relationship between BPM and other organizational disciplines: Explore the connections between BPM and related disciplines such as project management, quality management, and enterprise architecture. Understand how BPM integrates with other organizational frameworks.
Apply BPM in real-world scenarios: Engage in practical exercises and case studies to apply BPM concepts and techniques to real-world business scenarios. Develop problem-solving and critical-thinking skills in the context of BPM.

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.

Outcomes
Understanding Financial Statements: Students will learn how to analyze and interpret financial statements, including the balance sheet, income statement, and cash flow statement. They will develop the ability to evaluate a company's financial health and performance.
Capital Budgeting: Students will learn how to assess investment opportunities and make informed decisions regarding the allocation of financial resources. They will understand concepts such as net present value (NPV), internal rate of return (IRR), and payback period to evaluate potential projects.
Cost of Capital: Students will gain knowledge about the cost of capital and its importance in determining the appropriate discount rate for investment appraisal. They will learn various methods to calculate the cost of equity, debt, and weighted average cost of capital (WACC).
Capital Structure: Students will explore the theory and practice of capital structure decisions. They will understand the trade-offs between debt and equity financing and the impact of capital structure on a firm's value and risk. Topics may include leverage, Modigliani-Miller theorem, and optimal capital structure.
Dividend Policy: Students will examine different dividend policies and their effects on a company's value and shareholder wealth. They will learn about dividend theories, payout ratios, and factors influencing dividend decisions.
Valuation Techniques: Students will learn various valuation methods used in corporate finance, such as discounted cash flow (DCF) analysis, relative valuation (comparables), and option pricing models. They will understand how to estimate the intrinsic value of a company or its securities.
Mergers and Acquisitions: Students will explore the fundamentals of mergers, acquisitions, and corporate restructuring. They will understand the motives behind these transactions, valuation techniques specific to mergers and acquisitions, and the financial implications for both acquiring and target companies.
Risk Management: Students will develop an understanding of risk management techniques employed by corporations, including financial derivatives and hedging strategies. They will learn how to analyze and mitigate various types of risks, such as interest rate risk, foreign exchange risk, and commodity price risk.
Corporate Governance: Students will gain knowledge about the principles and practices of corporate governance. They will understand the roles and responsibilities of boards of directors, executive compensation, and the relationship between corporate governance and firm performance.
Ethical Considerations: Students will explore ethical issues and dilemmas faced by corporations in financial decision-making. They will develop an awareness of ethical standards and responsibilities in the corporate finance context.

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.

Outcomes
Economic principles: Students will gain a solid understanding of fundamental economic principles, including supply and demand, opportunity cost, marginal analysis, and market equilibrium. They will be able to apply these principles to analyze various economic phenomena.
Microeconomic analysis: Students will learn to apply microeconomic concepts and tools to analyze individual economic agents such as consumers, producers, and market structures. They will understand concepts such as utility maximization, production and cost analysis, market structures (perfect competition, monopoly, oligopoly), and the role of government in markets.
Macroeconomic analysis: Students will explore macroeconomic concepts and tools to analyze the overall performance of an economy. They will study topics such as aggregate demand and supply, national income accounting, inflation, unemployment, fiscal and monetary policy, and the role of central banks.
Economic modeling: Students will develop the ability to construct and analyze economic models to understand economic phenomena. They will learn how to use graphical and mathematical representations to analyze relationships and make predictions. They will also learn about the limitations and assumptions of economic models.
Economic data analysis: Students will learn to collect, interpret, and analyze economic data. They will understand statistical techniques used in economics, such as regression analysis, hypothesis testing, and data visualization. They will be able to use economic data to draw meaningful conclusions and support economic analysis.
Policy analysis: Students will gain skills in evaluating and analyzing economic policies. They will learn to assess the impact of government interventions, such as taxes, subsidies, and regulations, on market outcomes. They will also understand the trade-offs involved in policy decisions and consider their economic efficiency and equity implications.
Decision making and optimization: Students will develop analytical skills to make informed economic decisions. They will learn techniques such as cost-benefit analysis, marginal analysis, and optimization to assess alternative choices and evaluate their economic consequences.
International economics: Students will explore the principles and theories of international trade and finance. They will understand the benefits and costs of trade, exchange rates, balance of payments, and the impact of globalization on economies.
Critical thinking and problem solving: Students will enhance their critical thinking skills and problem-solving abilities by applying economic analysis to real-world issues. They will learn to identify and analyze economic problems, evaluate different perspectives, and propose solutions based on economic reasoning.

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.

Outcomes

Understand the concept of supply chain management: Define supply chain management and its role in organizations. Gain an understanding of the components and flows within a supply chain.

Identify key elements of a supply chain: Learn about the various components of a supply chain, including suppliers, manufacturers, distributors, retailers, and customers. Understand the interdependencies and interactions between these entities.

Analyze supply chain processes: Develop skills in analyzing supply chain processes to identify inefficiencies, bottlenecks, and areas for improvement. Understand the importance of process mapping and optimization.

Evaluate supply chain performance: Learn how to measure and evaluate supply chain performance using key performance indicators (KPIs) such as on-time delivery, inventory turnover, and customer satisfaction. Understand how to interpret performance data and identify areas for improvement.

Manage inventory and demand: Gain knowledge of inventory management techniques, including inventory optimization, demand forecasting, and safety stock management. Understand how to balance inventory levels with customer demand.

Understand transportation and logistics management: Learn about the principles and practices of transportation management, including modes of transportation, routing, scheduling, and freight consolidation. Gain an understanding of logistics management, including warehousing, distribution, and order fulfillment.

Explore supply chain coordination and collaboration: Understand the importance of coordination and collaboration within a supply chain, including partnerships with suppliers and customers. Learn techniques for improving collaboration and communication across supply chain partners.

Apply technology in supply chain management: Gain knowledge of supply chain technologies, such as enterprise resource planning (ERP) systems, warehouse management systems (WMS), and transportation management systems (TMS). Understand how technology can improve supply chain visibility, efficiency, and decision-making.

Understand global supply chain management: Explore the challenges and opportunities associated with managing global supply chains, including international trade, customs regulations, cultural differences, and logistics considerations. Develop skills in managing global sourcing and distribution.

Ethical and sustainable supply chain practices: Understand the importance of ethical and sustainable practices in supply chain management. Explore topics such as responsible sourcing, environmental sustainability, social responsibility, and ethical decision-making.

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.

Outcomes
Advanced financial statement analysis: Students will develop advanced skills in analyzing financial statements. They will learn techniques to assess the quality of financial reporting, identify potential red flags, and interpret complex financial statement items such as leases, pensions, and derivatives. They will be able to analyze financial statements in different industries and evaluate a company's financial performance and position.
Financial ratio analysis: Students will gain proficiency in using financial ratios to analyze and evaluate a company's financial health and performance. They will learn how to interpret and compare ratios across companies and industries to assess profitability, liquidity, solvency, efficiency, and market valuation. They will understand the limitations and caveats of ratio analysis.
Cash flow analysis: Students will learn advanced techniques for analyzing cash flows and cash flow statements. They will explore cash flow forecasting, free cash flow analysis, and cash flow-based valuation models. They will understand the importance of cash flow management and the implications of cash flow patterns on a company's financial health.
Business valuation: Students will learn advanced methods for valuing businesses and securities. They will explore discounted cash flow (DCF) analysis, relative valuation techniques (comparables), and option pricing models. They will gain proficiency in estimating the intrinsic value of a company or its securities, considering factors such as growth prospects, risk, and market conditions.
Financial modeling: Students will develop skills in constructing and using financial models to analyze and forecast financial performance. They will learn spreadsheet modeling techniques and best practices for building comprehensive financial models that incorporate income statements, balance sheets, cash flow statements, and key financial ratios. They will be able to perform sensitivity and scenario analyses to evaluate the impact of different assumptions on financial outcomes.
Risk assessment and management: Students will gain an understanding of the role of risk in financial analysis and decision-making. They will learn techniques to assess and quantify risks, such as sensitivity analysis, scenario analysis, and Monte Carlo simulation. They will explore strategies to manage and mitigate risks, including diversification, hedging, and risk-adjusted performance measures.
Capital structure analysis: Students will study the impact of capital structure decisions on a company's financial performance and value. They will learn to analyze the cost of capital, capital structure ratios, and the trade-offs between debt and equity financing. They will explore optimal capital structure theories and factors influencing capital structure decisions.
Financial distress and restructuring Analysis: Students will gain knowledge about the signs of financial distress and the analysis of troubled companies. They will learn to evaluate restructuring options and financial recovery strategies. They will understand the implications of bankruptcy, debt restructuring, and mergers and acquisitions in the context of financially distressed firms.
International financial analysis: Students will explore the challenges and considerations in analyzing multinational companies and global financial markets. They will learn techniques for analyzing foreign exchange risk, international financial reporting standards, and the impact of global economic factors on financial analysis.

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.

Outcomes
Understand the agribusiness industry: Define the agribusiness industry and its various sectors, including crop production, livestock management, food processing, and agricultural inputs. Gain an understanding of the economic, social, and environmental factors that shape the agribusiness environment.
Explore agricultural policies and regulations: Understand the role of government policies and regulations in the agribusiness industry. Explore topics such as agricultural subsidies, trade policies, environmental regulations, and food safety standards.
Analyze global agricultural trends and challenges: Gain knowledge of global agricultural trends and challenges, including population growth, climate change, resource scarcity, and food security. Understand the implications of these trends on agribusiness operations and decision-making.
Understand agricultural markets and value chains: Explore the structure and dynamics of agricultural markets, including supply and demand factors, price formation, and market intermediaries. Gain an understanding of agricultural value chains and the roles of different stakeholders.
Learn about sustainable agriculture practices: Explore sustainable agriculture practices, including organic farming, precision agriculture, conservation agriculture, and agroforestry. Understand the principles of sustainable resource management and the integration of environmental considerations into agribusiness operations.
Explore technology and innovation in agribusiness: Gain knowledge of technological advancements and innovations in the agribusiness industry, such as agricultural biotechnology, farm management software, remote sensing, and IoT applications. Understand their impact on productivity, efficiency, and sustainability.
Understand risk management in agribusiness: Explore risk factors in agribusiness, including weather-related risks, price volatility, market uncertainties, and pest and disease outbreaks. Learn about risk management strategies, such as insurance, diversification, and forward contracting.
Learn about agribusiness finance and investment: Understand the financial aspects of agribusiness, including capital investment, financial analysis, farm accounting, and credit management. Gain knowledge of financing options for agribusiness operations and investment decisions.
Explore entrepreneurship and innovation in agribusiness: Gain an understanding of entrepreneurship and innovation in the agribusiness sector. Learn about business planning, market analysis, product development, and strategies for growth and competitiveness.
Apply agribusiness concepts in real-world scenarios: Engage in case studies, field visits, and projects to apply agribusiness concepts and techniques to real-world scenarios. Develop problem-solving and critical-thinking skills in the context of agribusiness management.

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.

Outcomes
Understand the role of agribusiness policy: Define the role and importance of agribusiness policies in shaping the agricultural industry. Understand how policy decisions impact agribusiness operations, market dynamics, and stakeholders.
Analyze agricultural policy frameworks: Gain knowledge of agricultural policy frameworks at the local, national, and international levels. Understand the objectives, instruments, and stakeholders involved in agricultural policy-making.
Evaluate agricultural policy issues and challenges: Explore current agricultural policy issues and challenges, such as trade policies, agricultural subsidies, food security, environmental sustainability, and rural development. Understand the complexities and trade-offs involved in policy decisions.
Learn policy analysis methods and tools: Develop skills in conducting policy analysis in the agribusiness context. Learn various methods and tools for policy analysis, including cost-benefit analysis, stakeholder analysis, policy modeling, and scenario planning.
Analyze the economic impact of agricultural policies: Understand the economic principles and techniques used to assess the impact of agricultural policies. Analyze the effects of price supports, import restrictions, and export subsidies on agricultural markets and farm incomes.
Evaluate the social and environmental implications of agricultural policies: Explore the social and environmental consequences of agricultural policies. Analyze policies in terms of their impact on rural communities, income distribution, food safety, land use, water resources, and climate change.
Understand policy formulation and implementation: Gain knowledge of the processes involved in policy formulation and implementation. Understand the roles of various stakeholders, including government agencies, industry associations, NGOs, and farmers' organizations.
Explore policy advocacy and communication: Develop skills in policy advocacy and communication in the agribusiness context. Understand strategies for effectively communicating policy recommendations and influencing policy-making processes.
Analyze international agricultural trade policies: Gain knowledge of international trade policies affecting agricultural commodities. Understand trade negotiations, tariff and non-tariff barriers, regional trade agreements, and their implications for agribusiness.
Apply policy analysis concepts in real-world scenarios: Engage in case studies, simulations, and policy analysis exercises to apply agribusiness policy analysis concepts and techniques to real-world scenarios. Develop critical-thinking and problem-solving skills in the context of agribusiness policymaking.

BUSN 690 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

BUSN 695 - Independent Study (1-4)

This course provides students with the opportunity to work one-on-one with a faculty member on a particular research topic or creative project.

Offered: By arrangement.

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.

Offered: .

Outcomes
History and philosophy of the counseling profession and its specialty areas (3.A.1)
Professional counseling organizations, including membership benefits, activities, services to members, and current issues (3.A.6)
Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (3.A.7)
Current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession (3.A.9)
Strategies for personal and professional self-evaluation and implications for practice (3.A.11)
Self-care, self-awareness, and self-evaluation strategies for ethical and effective practice (3.A.11)
Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
Application of technology related to counseling (3.E.5)

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.

Offered: .

Outcomes
Interviewing, attending, and listening skills in the counseling process(3.E.9)
Approaching client conceptualization using systems theory (3.E.3)
Utilizing ethical and culturally relevant strategies for establishing and maintaining relationships (3.E.6)
The impact of technology on the counseling process.
Exploring and reflecting on counselor characteristic and behaviors that influence the counseling process (3.E.8)
Become familiar with utilizing measurable outcomes for clients (3.E.14)
The impact of technology on the counseling process.
Understand the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (3.A.2)

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.

Offered: .

Outcomes
Theories and models of counseling (3.E.1);
A systems approach to conceptualizing clients (3.E.3);
Identify and counselor characteristics and behaviors that influence the counseling process (3.E.8);
Evidence-based counseling strategies and techniques for prevention and intervention (3.E.15);
Processes for aiding students in developing a personal model of counseling (3.E.21)
Theories and models of multicultural counseling (3.B.1)
Theories, models, and strategies for understanding and practicing consultation (3.E.4)

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.

Offered: .

Outcomes
Theories of individual and family development across the lifespan (3.C.1)
Theories of learning (3.C.3)
Theories of normal and abnormal personality development (3.C.4)
Biological, neurological, and physiological factors that affect human development, functioning, and behavior (3.C.10)
Systemic and environmental factors that affect human development, functioning, and behavior (3.C.11)
Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (3.C.7)
Effects of crisis, disaster, and trauma on diverse individuals across the lifespan (3.C.13)
A general framework for understanding differing abilities and strategies of differentiated interventions (3.C.8)

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. Offered: .

Outcomes
Historical perspectives concerning the nature and meaning of assessment and testing in counseling (3.G.1)
Methods of effectively preparing for and conducting initial assessment meetings.
Use of assessments for diagnostic and intervention planning purposes (3.G.7)
Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (3.G.2)
Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (3.G.3)
Reliability and validity in the use of assessments (3.G.4)
Use of assessments relevant to academic/educational, career, personal, and social development (3.G.8)
Use of environmental assessments and systematic behavioral observations (3.G.8)
Use of symptom checklists, and personality and psychological testing (3.G.10)
Use of assessment results to diagnose developmental, behavioral, and mental disorders (3.G.11)
Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (3.G.6)
Use of intake interviews, mental status evaluations, biopsychosocial histories, mental health histories, and psychological assessments for treatment planning and caseload management (5.C.4)
Use of developmentally appropriate career counseling interventions and assessments.

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.

Student Learning Outcomes
Students will develop an understanding of the major theories of career development, occupational choice, and career decision-making.
Students will understand career and lifestyle choices made throughout an individual's lifespan and the processes involved in making these choices.
Students will gain an understanding of and experience with assessment tools useful in career decision-making and how to integrate assessment results into career counseling interventions.
Students will gain an understanding of how personality, skills, values, and interests influence career development.
Students will develop an understanding of how contextual factors (intersections of individual and cultural differences) influence the pursuit and experience of work.
Students will learn about their own career and lifestyle development to assist them in their own career decision-making.
Students will gain experience providing career counseling through case studies.
Students will gain knowledge of how to evaluate the efficacy of interventions and programs as they will likely be required to engage in program development and/or evaluation at some point in their career and the impact of spiritual beliefs on clients' and counselors' worldviews.

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.

Offered: .

Outcomes
Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service deliver modalities and specialized practice areas (3.A.10)
Application of technology related to counseling (3.E.5)
Self-care, self-awareness, and self-evaluation strategies for ethical and effective practice (3.A.11)
Ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities (3.E.6)
Legal and ethical considerations specific to clinical mental health counseling (5.C.6)
The urpose of and roles within counseling supervision in the profession (3.A.12)
Analyze the responsibility for different counseling professional regarding adherence to privacy and confidentiality rules, including HIPAA, FERPA, and 42 CFR part 2

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. Offered: .

Outcomes
The objectives for this course reflect the following accreditation standards from the Council for Accreditation of Counseling and Related Education Programs (CACREP, 2024)
Learn multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (3.B.4)
Understand and apply theories and models of multicultural counseling, cultural •identity development, and social justice and advocacy (3.B.1)
Meet multicultural counseling competencies (3.B.10)
Understand the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (3.B.2)
Understand the effects of power and privilege for counselors and clients (3.B.5)
Understand the help-seeking behaviors of diverse clients (3.B.3)
Understand the impact of spiritual beliefs on clients' and counselors' worldviews (3.B.11)
Utilize strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (3.B.9)

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.

Offered: .

Outcomes
To understand the importance of research in advancing the counseling profession (3.H.1)
To understand qualitative, quantitative, and mixed research methods (3.H.3)
To understand the designs and statistical methods used in conducting research (3.H.6)
To understand the designs and statistical methods used in conducting program evaluation (3.H.8)
To utilize JASP to analyze data

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. Offered: .

Outcomes
Theoretical foundations of group counseling and group work (3.F.1)
Dynamics associated with group process and development (3.F.2)
Therapeutic factors and how they contribute to group effectiveness (3.F.3)
Characteristics and functions of effective group leaders (3.F.4)
Approaches to group formation, including recruiting, screening, and selecting members (3.F.5)
Types of groups and other considerations that affect conducting groups in varied settings (3.F.7)
Ethical and culturally relevant strategies for designing and facilitating groups (3.F.8)

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.

Offered: .

Outcomes
The diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) (V.C.2d)
Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (3.G.13)
Procedures for identifying trauma and abuse and for reporting abuse (3.G.14/3.G.15)
se of assessments for diagnostic and intervention planning purposes (3.G.7)
Use of assessment results to diagnose developmental, behavioral, and mental disorders (3.G.11)
Formulation of developmentally relevant counseling treatment or intervention plans (3.E.13)
Application of American Standard of Addiction Medicine (ASAM)'s multidimensional assessment to determine level of care
Application and integration of the ASAM, DSM, and ICD criteria to addictive disorders

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. Offered: .

Outcomes
Demonstrate understanding of impact of crisis and trauma on individuals with mental health diagnoses.
Demonstrate understanding of impact of biological and neurological mechanisms on mental health (2.C.10).
Describe cultural factors relevant to clinical mental health counseling (2.B.2, 2.B.4, 2.E.7).
Describe etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (5.C.1).
Demonstrate the ability to critically evaluate and apply up-to-date available science on research-supported therapies and assessment strategies for trauma related disorders/difficulties (2.G.14, 2.G.15).
Demonstrate the ability to recognize the epidemiology of traumatic exposure and outcomes, specifically: a. Prevalence, incidence, risk and resilience factors, and trajectories. b. Subpopulations (e.g., children, adolescents, young and middle-aged adults, older adults; men, women; veterans, civilians) and settings (e.g., primary care, general or specialized mental health, forensic, juvenile justice). (2.G.16)

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. Offered: .

Outcomes
Student will apply theoretical counseling models to children, adolescent and parent clients (3.C.1; 3.E.21)
Students will choose and apply appropriate counseling techniques for children, adolescents and parents through outside projects (5.H.14; 3.E.15.; 3.E.9.; 5.H.11.)
Students will apply theory into practice, through observation of counseling demonstrations. (5.H.14.)
Students will conduct literature searches about current trends regarding children, adolescents and parent counseling issues. (3.C.5.; 3.C.10.; 5.H.12.)
Students will understand how to establish successful consultative relationships both with parents or families, and other professionals, who deal with children and adolescent clients. (3.G.15.; 5.H.10.)
Students will be familiar with ethical dilemmas typical to the field of children, adolescent and parent counseling. (3.C.7.)

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. Offered: .

Outcomes
Understand and identify the history and development of marriage, couples, and family counseling (5.F.1).
Discuss various theoretical perspectives on families, noting their main contributions and critiques (5.F.1, 5.F.7).
Examine the roles and settings of marriage, couple, and family counselors, along with discussion of techniques used in this setting (5.F.10).
Examine human sexuality and its effect on couple and family functioning in conjunction with implicit bias and assumptions.
Explore and develop an understanding of physical, mental health, and psychopharmacological factors and how they affect marriages, couples, and families.
Examine gender roles and the impact of crisis and trauma on marriages, including examining these concepts through a cultural lens.
Learn about the diagnostic process using the DSM-5-TR and ICD-10, including differential diagnosis (5.F.8, 5.F.9).
Explore how record-keeping, third party reimbursement, and confidentiality differs in marriage, couple, and family counseling (5.F14).

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. Offered: .

Outcomes
History and philosophy of the counseling profession and its specialty areas (3.A.1)
The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems (3.A.2)
Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (3.A.4)
Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (3.B.9)
Theories and etiology of addictions and addictive behaviors (3.C.5)
Biological, neurological, and physiological factors that affect human development, functioning, and behavior (3.C.10)
Systemic and environmental factors that affect human development, functioning, and behavior (3.C.11)
Theories and models of counseling (3.E.1)
Evidence-based counseling strategies and techniques for prevention and intervention (3.E.15)
Developmentally relevant counseling treatment or intervention plans (3.E.13)
Types of groups and other considerations that affect conducting groups in varied settings (3.F.7)
Use of assessments for diagnostic and intervention planning purposes (3.G.7)
Evaluation of counseling interventions and programs (3.H.7)

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.

Offered: .

Outcomes
Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (3.A.3).
Evidence-based counseling strategies and techniques for prevention and intervention (3.E.15).
Strategies to promote client understanding of and access to a variety of community-based resources (3.E.17).
Suicide prevention models and strategies (3.E.19).
Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (II F. 5 m).
Processes for aiding students in developing al f counseling (3.E.20).
Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (3.G.13).
Impact of crisis and trauma on individuals (3.B.4).
Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (3.C.1)

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.

Offered: .

Outcomes
Course Objectives Consistent with Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2024 standards and the North Dakota Board of Addiction Counseling Examiners (NDBACE) License of Masters in Addiction Counseling (LMAC) academic requirements, this course will cover the:
Neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others (5.A.1).
Potential for addictive and substance use disorders to mimic and/or co-occur with a variety of medical and psychological disorders. factors that increase the likelihood for a person, community, or group to be at risk for or resilient to psychoactive substance use disorders (5.A.2).
Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation, diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
04. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) (CACREP, 2016, 5.A.2h)
Cultural factors relevant to addiction and addictive behavior (5.A.10).
Drugs of abuse, medication-assisted treatment for addictive disorders, and medications used to treat mental health disorders (ND administrative code 4.5-02.1-01-0

COUN 571 - Clinical Supervision (3)

This course will cover clinical supervision models, techniques, issues, and processes in the counseling field.

Outcomes
01. Models of supervision in counseling
02. Practices, principles, and methods of clinical supervision
03. Utilizing various techniques in clinical supervision
04. Ethical and legal considerations in clinical supervision
05. Current issues in the field of clinical supervision

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.

Offered: .

Outcomes
The objectives for this course reflect the following accreditation standards from the Council for Accreditation of Counseling and Related Education Programs (CACREP, 2024) and the American Psychological Association (2023).
Students are required to be covered by individual professional counseling liability insurance policies while enrolled in practicum (4.B)
Supervision of practicum students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients. (4.C)
Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum. (4.F)
Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum. (4.D)
Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term (at least 40 out of the 100 hours should be direct service with actual clients that contributes to the development of counseling skills). (4.Q-R)
Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum. When practicum supervision is conducted by a site supervisor in consultation with UJ program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning. (III.R)
Practicum students participate in group supervision on a regular schedule throughout the internship. (4.T)

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.

Offered: .

Outcomes
The objectives for this course reflect the following accreditation standards from the Council for Accreditation of Counseling and Related Education Programs (CACREP, 2024). This course will cover: the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (3.H.1)
qualitative, quantitative, and mixed research methods (3.H.3)
Qualitative, quantitative, and mixed research methods (3.H.3)
Designs used in research (3.H.8)
Statistical methods used in conducting research and program evaluation (3.H.5)
Analysis and use of data in counseling (3.H.6)
Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (3.H.10/3.H.11)

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.

Offered: .

Outcomes
Course Objectives The objectives for this course reflect the following accreditation standards from the Council for Accreditation of Counseling and Related Education Programs (CACREP, 2024). Students will complete 600 hours of supervised counseling internship in roles and settings with clients relevant to their specialty area (4.U).
Students will complete 600 hours of supervised counseling internship in roles and settings with clients relevant to their specialty area (4.U).
Internship students will complete at least 240 hours of direct service (4.V).
Internship students will have weekly interaction with field supervisors that averages one hour per week of individual supervision throughout the internship (4.W.3).
Internship students participate in group supervision on a regular schedule that averages 1 1/2 hours a week throughout the internship. (4.X.1))
Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.(4.X.1-2)
Internship students will actively prepare for the licensing exam required of their respective states, either the National Counselor Examination (NCE) or the National Clinical Mental Health Counseling Exam (NCMHCE).
This course will cover: ● Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (5.C.4)
Techniques and interventions for prevention and treatment of a broad range of mental health issues (5.C.6)
Strategies for interfacing with the legal system regarding court-referred clients (5.C.3)
Strategies for interfacing with integrated behavioral health care professionals (5.C.7)
Strategies to advocate for persons with mental health issues (5.C.8)

COUN 583 - Internship (3)

Continuation of COUN 582.

Offered: .

Outcomes
Course Objectives The objectives for this course reflect the following accreditation standards from the Council for Accreditation of Counseling and Related Education Programs (CACREP, 2024). Students will complete 600 hours of supervised counseling internship in roles and settings with clients relevant to their specialty area (4.U).
Internship students will complete at least 240 hours of direct service (4.V). Internship students will have weekly interaction with field supervisors that averages one hour per week of individual supervision throughout the internship (4.W.3).
Internship students participate in group supervision on a regular schedule that averages 1 1/2 hours a week throughout the internship. (4.X.1))
Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.(4.X.1-2)
Internship students will actively prepare for the licensing exam required of their respective states, either the National Counselor Examination (NCE) or the National Clinical Mental Health Counseling Exam (NCMHCE).
This course will cover: ● intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (5.C.4)
Techniques and interventions for prevention and treatment of a broad range of mental health issues (5.C.6)
Strategies for interfacing with the legal system regarding court-referred clients (5.C.3)
Strategies for interfacing with integrated behavioral health care professionals (5.C.7)
Strategies to advocate for persons with mental health issues (5.C.8)

COUN 590 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

COUN 595 - Independent Study (1-4)

This course provides students with the opportunity to work one-on-one with a faculty member on a particular research topic or creative project.

Offered: By arrangement.

COUN 599 - Seminar (3)

The objectives for this course reflect the following accreditation standards from the Council for Accreditation of Counseling and Related Education Programs (CACREP,

2024) and the American Psychological Association (APA, 2023).

Offered: .

Outcomes
Course Objectives The objectives for this course reflect the following accreditation standards from the Council for Accreditation of Counseling and Related Education Programs (CACREP, 2024) and the American Psychological Association (APA, 2023).
Students will complete weekly supervised counseling internship hours in roles and settings with clients relevant to their specialty area until they have totaled 600 hours (3J).
Students will be complete when they have obtained at least 240 hours of their 600 hours are in direct service (3K).
To understand the role of counseling supervision in the profession, students will have weekly meetings with site clinical supervisors that averages one hour per week of individual supervision until completion of their required hours (3L, 3.A.12).
Students participate in supervision with their faculty advisor on a regular schedule until completion of hours. (3L)

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.

Outcomes
1. Employ triangulation of data by considering a problem from multiple different.
2. Choose the appropriate quantitative or qualitative methodology, or a mixed methods design process to answer their own research question.
3. Justify the relevance of their research question based on a thorough review of the literature.
4. Define an empirical research question, the independent and dependent variables needed to answer that question, and appropriate experimental design to achieve valid results and conclusions.
5. Perform basic STATA data analysis techniques that can be utilized to answer research questions in the settings of different study designs.
6. Review the different types of participant sampling that can be considered to recruit their target populations and how those methods of sampling can introduce bias into study findings.
7. Identify several publicly available datasets that could be utilized to answer research inquiry.
8. Consider the various factors that can impact generalizability of study results.
9. Create a problem statement based on each individual research question.

CRES 720 - Biostatistics I (3)

This course is an introduction to statistical concepts and methods designed for clinical and translational research. This course will focus on a conceptual understanding of the covered statistical concepts and methods, the appropriate application and interpretation of those statistical methods, and the accurate reporting of the results. Students will learn and apply statistical methods to analyze clinical data. Emphasis will be given to the use of statistical software (Stata).

Offered: Fall 2025-2026.

Outcomes
1. Apply concepts of probability, random variation and commonly used statistical probability distributions.
2. Distinguish among the different measurement scales and the implications for selection of statistical methods.
3. Apply descriptive techniques and models commonly used to summarize clinical research data.
4. Conduct foundational inferential statistical analysis using statistical software.

CRES 721 - Biostatistics II (3)

This course is a progression of statistical concepts and methods designed for clinical and translational research. This course will focus on statistical methods commonly

used to analyze data from various quantitative research designs, with a focus on the inferential statistical methods of analysis of variance and linear regression. This course will focus on a conceptual understanding of the covered statistical methods, the appropriate application and interpretation of those statistical methods, and the accurate reporting of the results. Students will learn and apply statistical methods to analyze clinical data. Emphasis will be given to the use of statistical software (Stata).

Offered: Fall 2025-2026.

Outcomes
1. Apply concepts of inferential statistical methods (i.e., analysis of variance, linear regression)
2. Identify the appropriate statistical method for a range of research scenarios
3. Interpret and communicate statistical results accurately and in a clinically meaningful manner
4. Explain the limitations and potential misuses of the statistical methods discussed
5. Conduct foundational inferential statistical analysis using statistical software.

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.

Student Learning Outcomes

1. Discuss the history and foundations for institutional review boards (IRB) and protections for human subject research
10. Analyze examples of ethical issues that can be encountered in human subject research and explain why they are ethical issues.
2. Define the function, purposes, and challenges of an IRB.
3. Understand when IRB applications are warranted and know what types of institutions will have IRB applications for approval.
4. Verbalize the difference between exempt, expedited and full reviews.
5. Write a rigorous informed consent form.
6. Formulate an IRB application for a single and multi-site study.
7. Identify the different government agencies that regulate and oversee human subject data and institutional review boards.
8. Understand the process to be followed when research protocols change or when ethical breeches in data collection or analysis occur.
9. Discuss sensitive populations and how to approach research with these populations.

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.

Student Learning Outcomes

1. Explain the role of epidemiology in clinical research.
2. Apply the basic terminology and definitions of epidemiology.
3. Compare and contrast experimental and observational (epidemiological) research.
4. Describe the range of epidemiological study designs and evaluate their strengths and limitations.
5. Identify causal claims and evaluate causal inferences from epidemiological research.
6. Identify and describe the impact of bias and confounding in epidemiological studies.
7. Evaluate epidemiological studies in the clinical research and public health literature.

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.

Student Learning Outcomes
1. Identify different funding sources available for research studies, from large government grants (NIH, R01, R03, R21), career development grants (K21, K23), foundational grants and small business grants.
10. Identify a funding agency and practice formulating a grant proposal.
2. Understand the advantages and disadvantages of community partners for the funding of research.
3. Acquire skills and elements required to write a successful grant proposal based on the guidelines of the NIH and federal grant agencies
4. Write a professional letter of inquiry, letter proposal, concept paper, research proposal, and grant application.
5. Customize a grant proposal based on the interests and objectives of the funding agency.
6. Understand the ranking process utilized for NIH grants and other funding agencies.
7. Define the difference between direct and indirect costs.
8. Understand the role of an Office of Sponsored Research in ethical grant management.
9. Report on the progress and impact of a grant award effectively and efficiently.

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.

Student Learning Outcomes
1. Develop the methodology to conduct systematic review of the literature.
2. Apply evidence-based instruments to critically appraise the quality of peer reviewed studies.
3. Explain the methods required to conduct a meta-analysis.
4. Perform appropriate meta-analyses for different effect sizes.
5. Demonstrate the ability to write a systematic review of the literature.

CRES 790 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

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.

Student Learning Outcomes
1. Identify the instrumentation and measurement techniques available for biomechanical analysis, including accelerometry and inertial measurement units.
2. Understand how this instrumentation would be utilized for said study design.
3. Conceptually understand how to calculate kinematics, joint moments, forces, based on sample data provided and with an introduction to statistical modeling.
4. Define mechanical testing, such as tensile forces and cartilage modeling.

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 this 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.

Student Learning Outcomes
1. Set up and interact with the following instrumentation- i. Passive infrared 3D motion capture
2. Markerless based 3D motion capture (we have Qualisys, Theia, and develop our own markerless based solutions in Python)
3. 2D motion capture (we have Kinovea)
4. 3D force plates (we have Bertec)
5. Surface electromyography and inertial measurement units (we have Delsys)
6. Instrumented treadmills (split belt Bertec force instrumented in Sioux Falls and single belt Zebris pressure instrumented in Fargo)
7. Instron material testing system

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.

Student Learning Outcomes
1. Demonstrate the procedure for measurement of anatomical structures, such as muscle girth and tendon length with use of diagnostic ultrasound.
2. Be well versed in studies where diagnostic ultrasound was utilized as an outcome measure.
3. Understand the different utilizations of diagnostic ultrasound in clinical research.
4. Know the reliability and validity of diagnostic ultrasound across a multitude of uses and modalities.
5. Collect and interpret diagnostic ultrasound information based on an inquiry of interest.

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.

Student Learning Outcomes
1. Post-process data using biomechanical movement software potentially including Visual 3D, Inspect 3D, Python, R, OpenSim, LabView, and Matlab.
2. Define musculoskeletal models in the context of turning 3D position data from marker or markerless system into rigid body systems used to calculate things like joint angles.
3. Process surface EMG data for amplitude and frequency-based assessments
4. Create musculoskeletal model in relation to estimating muscle contractions
5. Perform statistical parametric mapping, functional principal component analysis, and other 1-dimensional time series based statistical methods

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.

Offered: Summer.

Outcomes
1.Create a teaching philosophy.
2. Discuss current pedagogical theories guiding evidence-based teaching.
3. Design a course using Understand by Design (UbD) theory.
4. Create measurable course objectives that are grounded in Bloom's taxonomy.
5. Design course assessments that align with objectives.
6. Design learning activities that align with and prepare students for assessment.
7. 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.

Student Learning Outcomes
1. Define the role of biostatistics in health policy and public health.
2. Identify the similarities and differences between health informatics and bioinformatics and identify the different and appropriate statistical strategies available for the analysis of each.
3. Estimate the potential impacts of health policy through quantitative research and statistical analysis.
4. Summarize the challenges to analysis of demographic data at a national level.
5. Appropriately address missing data in large publicly accessible datasets.
6. Formulate and implement a health policy agenda at the community, city, state, profession, or national level.
7. Identify various types of data available for analysis from US Government agencies and payers.

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.

Student Learning Outcomes
1. Perform analyses that will provide measurement of cost, quality and access in the US and Global healthcare system
2. Apply their knowledge of biostatistics to healthcare data
3. Access, download and analyze multiple healthcare datasets to answer various empirical and epidemiological questions
4. Collectively work to answer questions, make predictions, and estimate prevalence and incidence of disease
5. Analyze the economic impact of disease and/or disease treatment on a specific global population

CRES 890 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

CRES 895 - Independent Study (1-4)

This course provides students with the opportunity to work one-on-one with a faculty member on a particular research topic or creative project.

Offered: By arrangement.

CRES 990 - Dissertation I (3)

Dissertation I is a 3 credit 8-week course of advised research from an expert in the field of interest of the student (PhD Committee Chair). This course will provide resources to prepare students for the start of their dissertation process, the expectations for the dissertation, suggestions for committee formation, timelines to meet for dissertation process and requirements and procedures for passing the Qualifying Research Project Proposal (QRPP).

Offered: As needed.

Outcomes
1. Determine which individuals will serve on their PhD committee.
2. Complete Qualifying Research Project Proposal (QRPP).
3. Facilitate progress towards dissertation defense.
4. Articulate in writing progress and timeline towards completion of dissertation.

CRES 991 - Dissertation II (3)

Dissertation II is a 3 credit 8-week course of advised research from an expert in the field of interest of the student (PhD Committee Chair). Students will report progress with a timeline for completion of their doctoral work. The dissertation proposal will be completed by the end of this course.

Prerequisite: CRES 990. Offered: As needed.

Outcomes
Complete dissertation proposal.
Articulate in writing progress and timeline towards completion of dissertation.
Complete dissertation proposal.

CRES 992 - Dissertation III (3)

Dissertation III is a 3 credit 8-week course of advised research from an expert in the field of interest of the student (PhD Committee Chair). Students will continue to progress with their research study and writing of their doctoral dissertation. Students will report progress with a timeline for completion of their doctoral work.

Prerequisite: CRES 991. Offered: As needed.

Outcomes
Articulate in writing progress and timeline towards completion of dissertation.
Facilitate progress towards dissertation defense.

CRES 993 - Dissertation IV (3)

Dissertation IV is a 3 credit 8-week course of advised research from an expert in the field of interest of the student (PhD Committee Chair). Students will continue to progress with their research study and writing of their doctoral dissertation. Students will report progress with a timeline for completion of their doctoral work. Students will be encouraged to consider opportunities to disseminate their doctoral dissertation work.

Prerequisite: CRES 992. Offered: As needed.

Outcomes
Articulate in writing progress and timeline towards completion of dissertation.
Facilitate progress towards dissertation defense.

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 (PhD Committee Chair). Students will continue to progress with their research study and writing of their doctoral dissertation. Students will report progress with a timeline for completion of their doctoral work. Students will be encouraged to consider opportunities to disseminate their doctoral dissertation work. Students will use this 1-credit extension time to complete any of the dissertation course series objectives not yet addressed.

Prerequisite: CRES 993. Offered: As needed.

Outcomes
Articulate in writing progress and timeline towards completion of dissertation.
Facilitate progress towards dissertation defense.

CS - Computer Science

CS 510 - Cyber Ethics (3)

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: Spring A.

Outcomes
Apply ethical principles and frameworks as part of sound decision-making in real-world technology scenarios.
Examine factors influencing ethical decision-making in technology.
Evaluate ethical decisions and decision-making processes in technology scenarios.
Develop well-supported arguments on ethical issues in technology, such as how technology impacts diverse populations.
Identify professional communities related to ethical leadership in technology.

CS 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 B.

Outcomes

Advanced Project Management Proficiency: Demonstrate in-depth knowledge and expertise in managing IT projects, including understanding current methodologies, tools, and best practices in IT project management.
Strategic Project Leadership: Develop and exhibit strategic leadership abilities in IT project management, demonstrating skills in team leadership, project decision-making, and applying strategic thinking to technology projects.
Ethical and Responsible Management: Identify and apply ethical principles in IT project management, addressing and resolving ethical dilemmas and promoting sustainable and responsible project practices.
Effective Communication and Collaboration: Communicate complex IT project management concepts clearly and effectively to diverse stakeholders, facilitating collaboration and ensuring the alignment of project objectives with organizational goals.
Research and Analytical Skills: Conduct and utilize research to inform IT project management practices, critically analyzing and applying research findings to improve project outcomes and advance the field of IT project management.

CS 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: Spring A.

Outcomes

Develop Comprehensive Business Continuity Plans: Students will learn to design and implement detailed business continuity and disaster recovery strategies that ensure the stability and resilience of IT operations and business processes.
Risk Assessment and Management: Students will gain the ability to conduct thorough risk assessments, identify potential threats and vulnerabilities within IT and business frameworks, and develop strategic mitigation plans to address identified risks.
Ethical and Responsible Decision-Making: Understand and apply ethical considerations in the development and execution of business continuity plans, ensuring that recovery strategies uphold organizational integrity and societal values.
Effective Communication and Stakeholder Engagement: Develop the skills to communicate business continuity strategies and plans effectively to various stakeholders, ensuring clarity, buy-in, and operational alignment.
Critical Analysis and Continuous Improvement: Learn to critically evaluate business continuity and disaster recovery plans, incorporating feedback and emerging best practices to improve and update strategies continuously.

CS 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: Spring B.

Outcomes
Advanced Risk Management Proficiency: Demonstrate an advanced understanding of risk management theories, tools, and practices specific to information technology, including the ability to assess and mitigate various types of risks.
Ethical Risk Mitigation Strategies: Identify, analyze, and apply ethical principles in the development and implementation of risk management strategies, with a focus on promoting sustainable and responsible IT practices.
Data-Driven Risk Analysis: Apply data analytics tools and methodologies to inform risk assessment and decision-making processes, demonstrating proficiency in the collection, analysis, interpretation, and presentation of data to mitigate risks effectively.
Strategic Leadership and Innovation in Risk Management: Exhibit strategic leadership skills in the context of IT risk management, including the ability to lead teams, manage projects, and drive innovation while navigating risks.
Cross-Disciplinary Communication and Collaboration: Communicate complex risk management concepts and strategies clearly and effectively to diverse audiences, fostering collaboration across disciplinary boundaries and promoting effective teamwork in professional settings.

CS 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: Summer A.

Outcomes
Legal and Regulatory Proficiency: Students will analyze and apply legal regulations, compliance standards, and investigative procedures to real-world information technology environments.
Ethical Leadership in IT: Students will evaluate ethical dilemmas in IT contexts and justify leadership decisions using established ethical frameworks.
Effective Communication of Legal and Ethical Standards: Students will communicate complex legal and ethical IT standards clearly and professionally to technical and non-technical stakeholders.
Research and Analysis in IT Law: Students will conduct scholarly research on emerging issues in IT law and ethics and critically evaluate the quality, relevance, and implications of legal scholarship.
Cross-Disciplinary Integration: Students will integrate legal, technical, and ethical perspectives to analyze and propose solutions to complex regulatory and governance challenges in information technology.

CS 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 B, Spring B.

Outcomes
Strategic Project Development: Develop and present a strategic proposal or project addressing a real-world IT challenge, demonstrating advanced technical proficiency and strategic leadership skills.
Ethical and Socially Responsible Decision-Making: Identify and apply ethical principles in developing and implementing IT solutions, showing an understanding of technology's broader social and organizational impacts.
Effective Communication and Stakeholder Engagement: Articulate project goals, strategies, and outcomes clearly to diverse audiences, ensuring effective collaboration and support across different groups.
Cross-Disciplinary Integration and Innovation: Integrate knowledge across IT, leadership, and other relevant disciplines to innovate and drive change, reflecting a deep understanding of the interplay between technology, business, and societal needs.
Research-Informed Practice and Lifelong Learning: Employ rigorous research methods to inform project development and decision-making, demonstrating a commitment to lifelong learning and continuous improvement in IT leadership.

CS 590 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

CS 595 - Independent Study (1-4)

This course provides students with the opportunity to work one-on-one with a faculty member on a particular research topic or creative project.

Offered: By arrangement.

DMED

DMED 600 - Introduction to Digital Medicine & Bioinformatics (3)

This course provides an overview of the field of digital medicine and bioinformatics. Topics include the evolution of digital health, foundational bioinformatics techniques, and emerging technologies such as artificial intelligence (AI), wearable health devices, and precision medicine. Students will explore case studies in genomics, patient data analytics, and digital therapeutics to understand the impact of technology on modern healthcare.

Offered: Summer 2026.

Outcomes
1. Describe the historical evolution and current landscape of digital medicine and bioinformatics.
2. Evaluate emerging technologies and their application in healthcare.
3. Analyze case studies to understand the integration of digital medicine solutions.

DMED 602 - Programming for Bioinformatics (3)

This hands-on course teaches programming techniques for analyzing biological data. Students will learn to code in Python, R, and SQL, focusing on bioinformatics-specific applications such as sequence alignment, data parsing, and visualization. Emphasis is placed on reproducibility, data integrity, and the development of scalable analysis pipelines.

Offered: Fall 2026.

Outcomes
1. Develop bioinformatics applications using Python, R, and SQL.
2. Design scalable and reproducible data analysis pipelines.
3. Implement computational solutions for biological data challenges.

DMED 603 - Fundamentals in Medicine (3)

This course provides an essential foundation in human anatomy, physiology, pathology, and pharmacology. It is designed for students from computational and engineering backgrounds who need a grounding in medical concepts to effectively collaborate in digital medicine and bioinformatics. Topics include the major organ systems, common diseases, clinical terminology, and an introduction to medical diagnostics and treatment approaches.

Offered: Fall.

Outcomes
1. Explain fundamental principles of human anatomy and physiology.
2. Describe common diseases and their pathophysiological mechanisms.
3. Understand basic pharmacological principles and treatment modalities.
4. Interpret clinical terminology and diagnostic methodologies in a healthcare setting.

DMED 604 - Genomic Data Science (3)

This course covers advanced methods in genomic data analysis, including Next-Generation Sequencing (NGS), genome annotation, and variant identification. Students

will work with real genomic datasets and apply computational tools to extract biological insights. Topics also include epigenomics and functional genomics.

Offered: Fall.

Outcomes
1. Perform genomic data analysis using advanced computational methods.
2. Interpret results from Next-Generation Sequencing and other genomic techniques.
3. Apply bioinformatics tools to annotate and analyze genomic data.

DMED 605 - Machine Learning for Biomedical Data (3)

This course provides a comprehensive introduction to machine learning (AI) techniques for analyzing biomedical data. Students will learn supervised and unsupervised learning algorithms, including deep learning frameworks for medical imaging and genomic applications. Topics include feature engineering, model evaluation, and interpretability in healthcare contexts.

Offered: Spring.

Outcomes
1. Implement machine learning models for biomedical applications.
2. Evaluate model performance and interpret results in a healthcare context.
3. Design AI-driven solutions for biomedical data challenges.

DMED 606 - Healthcare Systems and Clinical Informatics (3)

This course examines the structure and function of modern healthcare systems and the role of clinical informatics. Students will explore Electronic Health Records (EHR), interoperability standards (FHIR, HL7), and decision-support systems. The course emphasizes the use of data to improve patient outcomes and operational efficiency.

Offered: Spring.

Outcomes
1. Analyze the structure and function of healthcare systems.
2. Apply clinical informatics principles to improve patient outcomes.
3. Evaluate interoperability standards and their role in healthcare data exchange.

DMED 607 - Practical Lab: Data Pipelines in Bioinformatics (3)

This laboratory course focuses on the development of data analysis pipelines for large-scale biological datasets. Students will design and implement workflows using cloud platforms (e.g., AWS, Google Cloud) and automation tools. Topics include data preprocessing, parallel computing, and reproducible research practices.

Offered: Spring.

Outcomes
1. Design and execute bioinformatics data pipelines.
2. Utilize cloud platforms for large-scale biological data analysis.
3. Implement best practices for reproducible computational research.

DMED 608 - Digital Therapeutics and Personalized Medicine (3)

This course explores the application of digital tools and bioinformatics to personalized medicine. Students will study digital therapeutics, pharmacogenomics, and patient stratification methods. Case studies focus on integrating multi-omic data to design individualized treatment plans and monitor therapeutic outcomes.

Offered: Summer.

Outcomes
1. Analyze digital tools used in personalized medicine.
2. Interpret multi-omic data for patient stratification and treatment design.
3. Evaluate the effectiveness of digital therapeutics.

DMED 609 - Big Data Analytics in Healthcare (3)

This course addresses the challenges and techniques of managing and analyzing large-scale healthcare datasets. Topics include natural language processing (NLP) for clinical text, real-world evidence generation, and population health analytics. Students will apply big data methods to extract actionable insights for healthcare delivery.

Offered: Summer.

Outcomes
1. Apply big data techniques to healthcare datasets.
2. Use Natural Language Processing (NLP) to analyze and interpret clinical data.
3. Generate real-world evidence for healthcare decision-making.

DMED 610 - Advanced Computational Biology (3)

This advanced course delves into computational approaches for systems biology. Topics include network biology, integrative multi-omics, and mathematical modeling of biological processes. Students will work on interdisciplinary projects to analyze complex biological systems using computational methods.

Offered: Fall.

Outcomes
1. Implement advanced computational models for biological systems.
2. Integrate multi-omics data for comprehensive biological analysis.
3. Design and execute interdisciplinary research projects

DMED 614 - Internship or Industry Practicum (3)

This practical experience allows students to apply their skills in a professional setting. Internships may take place in hospitals, biotech firms, or digital health companies. Students will complete 200 hours of supervised work and submit a reflective report on their learning outcomes and contributions.

Offered: Spring.

Outcomes
1. Apply theoretical knowledge in a real-world professional setting.
2. Reflect on practical experience to inform future career development.
3. Evaluate industry challenges in digital medicine and bioinformatics.

DMED 615 - Biomedical Image Analysis (3)

This course teaches image processing techniques for analyzing medical imaging data (e.g., MRI, CT scans). Topics include image segmentation, computer vision, and deep learning models for diagnostic applications.

Offered: Summer.

Outcomes
1. Apply advanced computational methods to extract and quantify information from biomedical images.
2. Design and validate machine learning and deep learning pipelines for image-based diagnosis and research.
3. Critically interpret image analysis results within biological and clinical contexts.

DMED 616 - Blockchain in Healthcare (3)

This course explores the role of blockchain technology in enhancing data security, interoperability, and patient privacy in healthcare systems. Topics include decentralized data management, smart contracts, and regulatory considerations.

Offered: Summer.

Outcomes
1. Analyze blockchain architectures and consensus mechanisms in the context of healthcare data systems.
2. Design blockchain-based frameworks for secure, interoperable, and transparent health data management.
3. Evaluate the ethical, regulatory, and operational implications of blockchain adoption in healthcare ecosystems.

DMED 617 - Telemedicine and Remote Monitoring (3)

This course examines the technology, policy, and implementation of telehealth solutions. Students will study remote patient monitoring systems, virtual care models, and the integration of digital health technologies into clinical practice.

Offered: Fall.

Outcomes
1. Analyze the technological infrastructure and clinical workflows that enable telemedicine and remote patient monitoring systems.
2. Design and assess remote monitoring solutions that enhance patient outcomes and data-driven clinical decision-making.
3. Evaluate ethical, legal, and regulatory considerations in telemedicine implementation across diverse healthcare settings.

DMED 618 - Regulatory Affairs in Digital Health (3)

This course provides an overview of regulatory processes governing digital health products. Topics include FDA approval pathways, post-market surveillance, and international regulatory frameworks for digital therapeutics and medical devices.

Offered: Spring.

Outcomes
1. Analyze global regulatory frameworks governing digital health technologies, medical devices, and software as a medical device (SaMD).
2. Evaluate compliance strategies for emerging digital health innovations.
3. Develop evidence-based documentation and communication materials that support regulatory submissions and stakeholder engagement.

DMED 619 - Entrepreneurship in Digital Medicine (3)

This course prepares students to launch and scale digital health ventures. Topics include business model design, market analysis, intellectual property, and securing funding for biotech and digital medicine startups.

Offered: Summer.

Outcomes
1. Analyze the digital health innovation landscape to identify unmet clinical, operational, or consumer health needs.
2. Design sustainable business models and value propositions for digital health products and services.
3. Evaluate ethical, legal, and financial challenges in launching and scaling digital health innovations.

DMED 620 - Cybersecurity in Digital Medicine (3)

This course explores the principles and best practices of cybersecurity in the context of digital medicine and healthcare systems. Students will examine common cyber threats, risk assessment methodologies, and strategies for securing electronic health records (EHRs) and medical devices. Topics include encryption, access control, threat detection, and compliance with regulations such as HIPAA and GDPR. Case studies will highlight real-world cyber incidents and their impact on healthcare.

Offered: Summer.

Outcomes
1. Analyze vulnerabilities and threat landscapes within digital medicine ecosystems.
2. Design and implement security strategies to protect health data integrity, confidentiality, and availability.
3. Evaluate legal, ethical, and regulatory frameworks governing cybersecurity in healthcare.

DMED 621 - Foundations of Model-informed Drug Development (3)

Introduces core principles of model-informed drug development (MIDD), including pharmacokinetics (PK), pharmacodynamics (PD), modeling paradigms, translational science, and regulatory frameworks that guide quantitative decision-making in drug development.

Offered: Fall.

Outcomes
Explain foundational PK/PD principles and their application in drug development.
Describe major modeling approaches (population PK, PBPK, exposure–response).
Interpret modeling outputs to inform dose selection and development decisions.
Evaluate case studies demonstrating regulatory use of MIDD.
Assess assumptions, limitations, and validation principles of pharmacometric models.
Discuss the role of MIDD from preclinical through clinical phases.

DMED 622 - Quantitative Pharmacology and Computational Modeling (3)

Develop computational skills required for quantitative pharmacology, including modeling workflows, simulation techniques, and statistical analysis used in pharmacometrics.

Offered: Fall.

Outcomes
Construct basic PK/PD models using computational tools.
Apply nonlinear mixed-effects modeling concepts.
Conduct simulation exercises for dose optimization.
Analyze variability and uncertainty in pharmacologic models.
Evaluate model performance and validation strategies.
Translate computational outputs into clinically meaningful interpretations.

DMED 623 - Clinical Trial Simulation and Model-informed Decision-making (3)

Explore the role of modeling in clinical trial design, adaptive studies, precision medicine, and regulatory strategy, emphasizing evidence-based decision frameworks.

Offered: Spring.

Outcomes
Simulate clinical trial scenarios using quantitative models.
Evaluate dose selection strategies using exposure–response analyses.
Apply modeling approaches to special populations (e.g., pediatrics, renal impairment).
Design adaptive trial frameworks informed by simulation.
Assess how modeling supports regulatory submissions.
Integrate real-world data into model-informed decision-making.

DMED 624 - Regulatory Science, AI, and Emerging Innovations in MIDD (3)

Focus on regulatory science, artificial intelligence (AI) applications, digital biomarkers, and emerging technologies shaping the future of MIDD.

Offered: Spring.

Outcomes
Explain FDA and EMA regulatory guidance relevant to MIDD.
Evaluate AI and machine learning applications in pharmacometrics.
Assess digital biomarkers and imaging-derived endpoints in modeling.
Integrate multi-modal data (omics, imaging, clinical) into quantitative frameworks.
Develop model-informed regulatory strategy proposals.
Critically assess ethical, governance, and data integrity considerations.

DMED 624 - Regulatory Science, AI, and Emerging Innovations in MIDD (3)

Focus on regulatory science, artificial intelligence (AI) applications, digital biomarkers, and emerging technologies shaping the future of MIDD.

Offered: Spring.

Outcomes
Explain FDA and EMA regulatory guidance relevant to MIDD.
Evaluate AI and machine learning applications in pharmacometrics.
Assess digital biomarkers and imaging-derived endpoints in modeling.
Integrate multi-modal data (omics, imaging, clinical) into quantitative frameworks.
Develop model-informed regulatory strategy proposals.
Critically assess ethical, governance, and data integrity considerations.

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.

Outcomes
Demonstrate a comprehensive understanding of key concepts and theories in microeconomic and macroeconomic analysis.
Be proficient in applying econometric techniques to analyze economic data and test hypotheses.
Develop critical thinking skills necessary for evaluating economic policies and their implications.
Communicate effectively through written reports, presentations, and class discussions.
Apply economic analysis to real-world problems and contribute to informed decision-making in various professional settings.

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.

Outcomes Folder
1. Students will determine the qualities of learning development across cognitive, linguistic, social, emotional, physical areas
2. Students will examine learning theories, models, strategies, and techniques and incorporate new knowledge into their teaching practice
3. Students will explore ways- to create a democratic learning environment where individual differences are valued, learners are engaged, and multiple perspectives are encouraged
4. Students will evaluate the curriculum and assessments in their classroom for bias based on students' differences to assure equity across learning and assessment
5. Students will evaluate potential personal biases of cultural, racial, ethic, gender, and socio-economic status; students will also evaluate curriculum, assessment, and learning environment materials to identify areas of bias that may impact equitable learning
6. Students will explore the Universal Design for Learning (UDL) framework as a tool to assist in proactively planning for learning experiences that are accessible through multiple means of engagement, representation, and action & expression

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.

Student Learning Outcomes
1. Students will incorporate new technologies into teaching and instructional planning
2. Students will discuss the legal and ethical issues involved with technology use in the classroom
3. Students will develop a podcast to support student learning
4. Students will be able to transfer current knowledge to the learning of new technologies
5. Students will identify the key components of ISTE's Educational Technology Standards for Teachers and ISTE's Educational Technology Standards for Students
6. Students will define the key components of TPACK
7. Students will apply North Dakota computer science and cyber security standards into instructional planning
8. Students will leverage technology to develop student autonomy and innovation

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.

Student Learning Outcomes
1. Students will evaluate trends and practices in curriculum theory
2. Students will discuss the components of curriculum development
3. Students will assess models of curriculum design
4. Students will build a definition, both theoretical and practical that will assist them in curriculum development
5. Students will reflect on leadership roles in curriculum development and materials selection committees
6. Students will align curriculum development with state and local content standards and policies
7. Students will explore for democratic curriculum and evaluation strategies in their school district
8. Students will explore global curricular initiatives

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.

Student Learning Outcomes
1. Students will explore teacher leader assignments
2. Students will compare and contrast leadership theories from extant literature and research
3. Students will examine the attributes of instructional leadership
4. Students will investigate shared leadership models
5. Students will construct a multidimensional approach to resolving ethical dilemmas
6. Students will develop a leadership plan grounded in research and professional goals

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.

Student Learning Outcomes
1. Students will explore research-based models of teaching (including interdisciplinary and integrated models) appropriate for instruction and the needs for various student populations
2. Students will reflect upon the purposes and contexts in which each of the teaching models might be used in a classroom
3. Students will explore behavioral and academic inclusion
4. Students will define their professional commitment and responsibilities as leaders of a classroom learning community
5. Students will deduce any achievement gaps in their classrooms and develop plans to promote equity of opportunity for all learners

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.

Student Learning Outcomes
1. Students will assess the strengths and limitations of quantitative, qualitative, and action research designs
2. Students will discuss the ethical aspects of educational research and dissemination practices
3. Students will explore research base of current initiatives and teaching and learning strategies
4. Students will read and determine what constitutes high quality educational research
5. Students will assemble an action research study that assesses a major concern in their working environment

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.

Student Learning Outcomes
1. Reflect on the impact of 21st century learning.
2. Evaluate 21st century resources for application to teaching area.
3. Incorporate 21st century teaching and assessment into current teaching practice.
4. Determine elements of a learner centered educational environment.
5. Recognize the role of teacher leaders in transforming P-12 educational systems.

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.

Student Learning Outcomes
1. Students will evaluate the impact of classroom observation, coaching/mentoring on their own professional practice
2. Students will discuss the ethical issues of instructional leadership
3. Students will discuss roles and responsibilities of teacher leader assignments
4. Students will conduct a mentoring protocol that supports continuous improvement

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.

Student Learning Outcomes
1. Students will appraise their roles as members of a community sharing the responsibility for development of a supportive learning culture
2. Students will discuss collaborative engagement of learners, families, colleagues, and community members toward a shared vision of learner growth and citizenship
3. Students will assess multiple forms of communication to convey ideas, foster self-expression, to build professional relationships
4. Students will reflect on major elements of adult learning theory (androgogy) and compare to pedagogy
5. Students will create innovative professional development to meet the needs of adult learners
6. Students will explore teacher collaboration models that foster improved practice
7. Students will connect continuous improvement efforts with professional development goals

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.

Student Learning Outcomes
1. Students will discuss how educational policy trends influence curricular change
2. Students will discuss the impact of the social, moral, and philosophical aspects of ethical leadership in change organizations
3. Students will recognize the advocacy role of teacher leaders in transforming P-12 educational systems
4. Students will identify advocates that leverage change in education law and policy
5. Students will explicate the concepts, tools, and models of organizational change theories
6. Students will evaluate schools as dynamic organizations with historical, cultural, political, and social contexts
7. Students will determine the sustainability of a school-wide learning community

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.

Student Learning Outcomes
Review, analyze and apply concepts and theories of leadership with an emphasis on the importance of instructional and ethical leadership within a school.
Study the impact of organizational and environmental factors, group dynamics, and change processes on school culture and purpose.
Investigate the impact of school culture on achievement and effectiveness of an organization.
Reflect on current topics in the knowledge, skills and dispositions necessary for teacher leadership.
Students will discuss roles and responsibilities of teacher leader assignments: grade level/department chair, new teacher mentor, and instructional coach.
Students will develop a leadership plan grounded in research, professional dispositions, and personal goals.

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.

Student Learning Outcomes
Identify, describe, and apply emerging technologies in teaching and learning environments.
Demonstrate knowledge, attitudes, and skills of digital age work and learning.
Plan, design, and assess effective learning environments and experiences.
Implement curriculum methods and strategies that use technology to maximize student learning.
Develop technology-enabled assessment and evaluation strategies.

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.

Student Learning Outcomes
Explore the concepts, tools, and models of organizational change theories.
Evaluate the implementation of distributed leadership model in a school environment.
Discuss the fundamental knowledge, skills, and practices of instructional leadership to improve student learning.
Evaluate the implementation, communication, and evaluation of a school vision that respects all learners and their families.
Develop a comprehensive plan for communicating the school mission, vision, and core values to appropriate school constituencies.
Identify effective strategies for monitoring the implementation of school improvement goals through program evaluation models.
Defend the sustainability of a school-wide learning community.

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.

Student Learning Outcomes
Investigate theories on human development, motivation, and agency.
Explore democratic curriculum implementation and personalized learning opportunities in their school district.
Evaluate trends and practices in curriculum theory and design for multidisciplinary connections and higher order thinking skills.
Align curriculum development with state and local content standards and 21st century teaching and assessment practices.
Create developmentally appropriate instruction that includes learners' strengths, interests, and needs and applies learning to real world contexts.
Determine leadership roles in curriculum development and materials selection committees.
Construct a definition, both theoretical and practical of curriculum that illustrates an inclusive, learner-centered, personalized approach to instruction, assessment, and classroom management.
Students will explore global curricular initiatives.

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.

Student Learning Outcomes
Explore the role of professional learning in continual and sustainable school improvement.
Appraise their roles as members of the learning community sharing the responsibility for the development of a supportive learning culture.
Describe the underpinning elements of adult learning theory.
Compare and contrast andragogy and pedagogy.
Discuss the ethical issues of instructional leadership.
Investigate teacher collaboration models that foster improved practice.
Assess the impact of classroom observation, coaching/mentoring on their own professional practice.
Analyze the qualities of effective feedback in a teaching observation protocol.
Complete training to serve as mentor for new teachers and 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.

Student Learning Outcomes
Evaluate schools as dynamic organizations with historical, cultural, political, and social contexts.
Incorporate cultural competence in development of programs, curriculum, and instructional practices.
Evaluate the curriculum and assessments in their classroom for bias based on students' differences to assure equity across learning and assessment.
Demonstrate applied skill in providing academic, social/emotional, and career interventions to students and families from diverse backgrounds.
Identify any achievement gaps in their classrooms and develop plans to promote equity of opportunity for all learners.
Judge potential personal biases of cultural, racial, ethnic, gender, and socio-economic status that may impact their teaching.
Determine the impact of values, culture, and diversity on educational leadership and variables that affect student achievement.

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.

Student Learning Outcomes
Students will assess the strengths and limitations of quantitative, qualitative, and action research designs.
Students will discuss the ethical aspects of educational research and dissemination practices.
Acknowledge the use of systematic inquiry as a critical component of teachers' ongoing professional development.
Students will read, evaluate, and summarize what constitutes high quality educational research.
Explain the impact of the social, moral, and philosophical aspects of ethical leadership in change organizations.
Conduct an action research study.
Examine, refine and strengthen the ethical beliefs that guide their instructional decisions.
Demonstrate knowledge, understanding, and application of ethical professional 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.

Student Learning Outcomes

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.

Student Learning Outcomes

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.

Student Learning Outcomes

EDUC 590 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

EDUC 595 - Independent Study (1-4)

This course provides students with the opportunity to work one-on-one with a faculty member on a particular research topic or creative project.

Offered: By arrangement.

EDUC 683 - Supervision of Student Teachers (2)

By arrangement.

Student Learning Outcomes
Define co-teaching in relation to working with student teachers.
Explore standards and reporting requirements for cooperating teachers.
Evaluate the qualities of effective feedback in a teaching observation protocol.
Conduct an observation protocol to support improved practice of a student teacher, a new teacher or colleague.
Develop a co-teaching calendar and plan for working with a student teacher or new teacher.
Evaluate the impact of classroom observation, coaching/mentoring on their own professional practice.

ENGR - Engineering

ENGR 502 - Advanced Engineering Mathematics (3)

This course will introduce and apply Series Solutions and Fourier Analysis to Ordinary Differential Equations. Students will learn how to model nonlinear ordinary differential equations, use methods to approximate solutions and analyze the divergence of these approximations, apply differentiation, integration and other operations on functions involving complex variables to model engineering phenomena.

Prerequisite: Consent of Instructor. Offered: Fall.

Outcomes
Students will understand different solution approaches to ordinary differential equations (ODEs).
Students will develop facility with Fourier series solutions to ODEs.
Students will understand calculus with complex variables and functions.
Students will employ power series solutions to ODEs.
Students will understand separation of variables methods.
Students will evaluate approximate solutions for efficacy and accuracy.

ENGR 530 - Reliability Engineering (3)

Principle methods of reliability analysis, which includes probability analysis, failure rates, reliability models, Maintainability, and testing. Students will understand how applications of these methods contribute to informed decision making in risk analysis and engineering design.

Prerequisite: Consent of instructor. Offered: Fall.

Outcomes
Students will understand different categories of risk and how to apply these principles to engineering design.
Students will understand the roll of the engineer regarding risk analysis.
Students will understand and apply the failure distribution to a variety of engineering situations.
Students will understand, apply, and predict different failure modes based on known conditions.

ENGR 532 - Chemical Process Safety (3)

This course applies fundamental engineering principles to all aspects of Process Safety. Topics include, but are not limited to hazard analysis, mitigation, and prevention. The primary focus will be on how these topics are applied in the Chemical Process Industries. Risk assessment and safety analysis will be included and compared to allowable limits per government regulations will be included.

Prerequisite: Consent of instructor. Offered: Fall.

Outcomes
Students will be familiar with the process safety issues found in a chemical plant environment.
Students will be familiar with the range of process safety ethical issues which combine personal safety and environment protection with enterprise success.
Students will understand the nature, causes and prevention of major loss events.
Students will be familiar with process hazard analysis (PHA) methods and tools.
Students will be familiar with government regulations related to process safety.
Students will understand consequence analysis methodology and worst-case estimation assumptions.
Students will be knowledgeable in deciphering the anatomy of an incident through PHA and incident case studies.
Students will understand the importance of process safety management.

ENGR 540 - Computational Fluid Dynamics (3)

This course covers the fundamental concepts and approaches used in computational fluid dynamics. Topics include general finite volume development, conservation laws, and the implementation into modern computational software such as ANSYS Fluent.

Prerequisite: Consent of instructor. Offered: Spring.

Outcomes
Students will be able to describe the major characteristics and general formulations of the finite volume method.
Students will understand the limitations of the numerical methods used in CFD.
Students will be aware of common issues arising during implementation of CFD on finite-precision computers and acquire “best practice” approaches.
Students will understand the difference between implicit and explicit computation.
Students will understand the limitations of commercial software and how to extend it.

ENGR 550 - Gas Dynamics (3)

Gas dynamics, also referred to as compressible flow and/or high-speed aerodynamics, is a subject dealing with gas flows at high enough Mach number wherein the fluid can no longer be assumed incompressible. Such flows occur in many aerospace and mechanical engineering applications ranging from external aerodynamics to internal flows for applications such as propulsion and airframe designs for jets, rockets, missiles, and many other devices. Topics within high-speed aerodynamics include supersonic flows, hypersonic flows, shock waves, expansion waves, supersonic wind tunnels, gas flows with friction, and gas flows with heat transfer.

Prerequisite: Consent of instructor. Offered: Fall.

Outcomes
Students will understand basic relations of fluid mechanics and thermodynamics (continuity, momentum, energy, 2nd Law of Thermodynamics) from a control volume standpoint
Students will be able to apply the ideal gas assumption.
Students will be able use 1-D theory to understand basic wave propagation in gases and elastic media.
Students will be able to evaluate sound speeds of ideal gases and calculate Mach numbers.
Students will be able to categorize the various regimes defined by the Mach Number (subsonic, supersonic, hypersonic, etc).
Students will be able to utilize the concept of stagnation temperature and stagnation pressure for understanding and solving basic gas dynamics problems.
Students will be able to explain basic flow system behavior using T-S diagrams.
Students will be able to evaluate the effect of area changes on 1-D compressible flow.
Students will be able to determine when a flow system is choked and what regions should be subsonic, sonic, or supersonic.
Students will be able to analyze the flow in nozzles, diffusers, and from pressurized vessels.
Students will be able to design (conceptually) basic supersonic wind tunnels.
Students will be able to analyze flow systems containing stationary normal shock waves.
Students will be able to analyze flow systems containing stationary oblique shock waves.
Students will be able to determine the location of a stationary shock wave in a converging-diverging nozzle.
Students will be able to calculate the conditions within ducted systems containing moving shock waves.
Students will be able to evaluate the pressure and mach number changes through an expansion fan (Prandtl-Meyer flow).
Students will be able to apply oblique shock waves and expansion fans toward the design of supersonic airfoils.
Students will be able to apply oblique shock waves and expansion fans to supersonic nozzles and their exhaust streams.
Students will be able to perform calculations on a compressible, 1-D internal flow system with friction.
Students will be able to analyze compressible, 1-D internal flows with heat transfer.
Students will be able to sketch Rayleigh and Fanno lines on a T-S diagram.
Students will be able to use Look-Up tables for solving basic compressible flow problems.
Students will be able to make small computer/Excel/MathCAD/Matlab/ programs for solving basic relations of compressible flow using a computer and/or calculator without having to resort to Look-Up tables.

ENGR 560 - Advanced Numerical Methods (3)

This course covers numerical methods for ordinary and partial differential equations, with a focus on the mathematical basis for various techniques. Several approaches are presented, after the fundamentals of numerical approximation are established. Topics include fundamentals of finite difference, finite volume, finite element methods, and concepts such as stability, convergence, and error estimation.

Prerequisite: Consent of Instructor. Offered: Spring.

Outcomes
Students will be able to implement standard numerical methods available for engineering problem solving.
Students will understand the difference between finite element and finite difference methods.
Students will be able to estimate the accuracy of numerical solutions.
Students will be able to program numerical schemes.

ENGR 562 - Advanced Control Systems (3)

Advanced Control Systems expands upon the classical and state-space approaches to modelling control systems by focusing on system design. Topics covered will include stability and steady state errors for control systems, design via root locus, design via frequency response, and direct state-space design. The course presumes a solid background in both the classical and state-space approach to system representation.

Prerequisite: Consent of instructor. Offered: Spring.

Outcomes
Students will understand factors relating to system stability and predict whether a given control system will achieve stability.
Students will be able to characterize anticipated steady-state errors for a given control system accurately.
Students will be able to sketch the root locus plot for a given control system and accurately relate the plot to the system's characteristics
Students will be able to use the root locus plot to design a new control system to meet specifications.
Students will understand how to interpret a Bode plot for a control system and determine system characteristics from a given plot.
Students will be able to find and plot the frequency response for a given control system.
Students will be able to use frequency domain information (frequency response, Bode plot) to design a new control system to meet specific requirements.
Students will be able to design a new control system using the state-space approach.

ENGR 570 - Systems Engineering (3)

Systems engineering is the engineering discipline dedicated to holistic and integrated system design. As modern technological systems grow in complexity, the importance of an interdisciplinary approach that considers customer needs alongside cost, production feasibility, safety analysis, quality assurance, and the test implementation cycle, becomes increasingly apparent. This class prepares students to consider these broader aspects of engineering practice.

Prerequisite: Consent of instructor. Offered: Spring.

Outcomes
Students will demonstrate a comprehension of systems terminology, definitions, and the design process.
Students will be able to develop a systems engineering plan for a realistic project.
Students will be able to judge the applicability of any proposed process, strategy, or methodology for systems engineering using the fundamental concepts from disciplines such as probability, economics, and cognitive science.
Students will understand system engineers' role and responsibilities.
Students will apply systems engineering tools (e.g., requirements development and management, robust design, Design Structure Matrix) to realistic problems.
Students will be able to employ systems engineering analytical tools, techniques, methodologies, and processes to assist development teams in designing efficient and cost- effective design solutions.
Students will know how to proactively design for and manage system lifecycle targets.

ENGR 590 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

KNS-Kinesiology

KNS 502 - Advanced Exercise Physiology (3)

This course provides an in-depth examination of the physiological and biochemical responses to acute and chronic exercise. Students will analyze adaptations within the cardiovascular, respiratory, neuromuscular, and metabolic systems and evaluate how these responses influence health and human performance. Emphasis is placed on the integration of contemporary laboratory technologies used to assess aerobic capacity, metabolic function, body composition, and performance outcomes. Advanced topics include the role of physical activity in weight management, cardiovascular disease prevention, metabolic disorders such as diabetes, and mental health, with application to both athletic and clinical populations.

Offered: Spring- First 8Weeks.

Outcomes
1. Explain and differentiate the acute physiological responses and chronic training adaptations to exercise within the cardiovascular, respiratory, neuromuscular, and metabolic systems across different exercise modalities.
2. Interpret and analyze laboratory and field data related to physiological performance, including VO_2 max, lactate threshold, substrate utilization, and body composition assessments.
3. Evaluate the biochemical and metabolic mechanisms underlying energy production during aerobic and anaerobic exercise and their implications for exercise performance.
4. Analyze the role of physical activity and exercise physiology in the prevention and management of chronic diseases such as cardiovascular disease, obesity, diabetes, and mental health conditions.
5. Apply and integrate exercise physiology principles, advanced assessment technologies, and current research evidence to design evidence-based training or health intervention programs.

KNS 504 - Principles of Strength and Conditioning Across the Lifespan (3)

This course explores the design and implementation of strength and conditioning programs for youth, collegiate, adult, tactical, and aging populations. Students will examine neuromuscular, metabolic, and endocrine adaptations to training and apply periodization principles to optimize performance and long-term health. Emphasis is placed on long-term athletic development models, return-to-play considerations, and strategies to mitigate age-related declines in muscle mass, power, and function. Through applied case studies and program design projects, students will develop evidence-based training prescriptions tailored to lifespan-specific needs.

Offered: Spring- Second 8 Weeks.

Outcomes
1. Analyze physiological adaptations (neuromuscular, metabolic, endocrine, and connective tissue) to resistance and conditioning programs across the lifespan.
2. Differentiate and apply training considerations for youth, collegiate, adult, tactical, and older populations based on growth, maturation, and aging processes.
3. Design evidence-based strength and conditioning programs incorporating principles of overload, specificity, progression, and periodization for diverse populations.
4. Apply long-term athletic development (LTAD) models and develop return-to-play and reconditioning strategies to enhance performance and reduce injury risk.
5. Evaluate and implement strategies to mitigate age-related declines in muscle mass, strength, and power, including considerations for sarcopenia and functional performance.
6. Interpret and apply current research to justify program design decisions while integrating ethical, professional, and safety standards in performance practice.

KNS 508 - Advanced Exercise Testing and Prescription (3)

This course provides advanced knowledge in the theory and practice of evaluating physical fitness while exploring the complex relationships between exercise, physical activity, and health. Students will learn a range of techniques for assessing cardiovascular fitness, muscular strength and endurance, flexibility, and body composition, along with the selection and maintenance of equipment and advanced technologies used in these assessments. The course also examines the physiological and psychological effects of exercise, principles of exercise prescription, and factors influencing exercise adherence. Emphasis is placed on applying evidence-based guidelines to design safe and effective exercise programs for diverse populations, including athletes, individuals with disabilities, and those with chronic conditions such as cardiovascular disease, diabetes, and obesity, with a focus on both performance and disease prevention and management.

Offered: Summer- Second 8 Weeks.

Outcomes
Conduct and interpret advanced physical fitness assessments, including cardiovascular fitness, muscular strength and endurance, flexibility, and body composition, using laboratory and field-based methods.
Select, calibrate, and evaluate assessment technologies and equipment to ensure valid, reliable, and ethical data collection.
Analyze physiological and psychological responses to acute and chronic exercise and explain their implications for health and performance.
Apply evidence-based exercise prescription guidelines to design safe and effective programs for healthy, athletic, and clinical populations.
Develop individualized exercise interventions for the prevention and management of chronic diseases such as cardiovascular disease, diabetes, and obesity.
Evaluate factors influencing exercise adherence and behavior change and integrate strategies to enhance long-term participation.

KNS 602 - Psychology of Sport Performance (3)

This course provides advanced study of the psychological factors that influence participation and performance in sport and exercise settings. Topics include the psychological impact of injury and other setbacks, as well as the mental and emotional demands of competition. The course also explores psychological skills training and examines the role of emotions in shaping sport and exercise performance.

Offered: Fall- Second 8 Weeks.

Outcomes
Analyze key psychological factors (e.g., motivation, confidence, anxiety, and emotion) that influence sport and exercise participation and performance.
Evaluate the psychological responses to injury, rehabilitation, setbacks, and competitive stress, including their impact on performance and return-to-play outcomes.
Apply psychological skills training techniques (e.g., goal setting, imagery, self-talk, and arousal regulation) to enhance performance, adherence, and overall well-being.
Design evidence-based mental training programs for individuals and teams that align with strength and conditioning and sport performance goals.
Integrate current research and best practices in sport and exercise psychology into applied coaching and performance settings.
Communicate psychological concepts and intervention strategies effectively in professional, coaching, and interdisciplinary environments.

KNS 605 - Nutritional Biochemistry for Health and Performance (3)

This course explores the biochemical and physiological roles of nutrients in supporting health and optimizing physical performance, building on foundational nutrition principles. Students examine the digestion, absorption, transport, and metabolism of macronutrients and micronutrients, with an emphasis on energy metabolism, ATP production, and exercise-related adaptations. The course also focuses on how nutrition influences body composition, recovery, immune function, and metabolic efficiency, while addressing its role in the prevention and management of chronic diseases such as obesity, diabetes, cardiovascular disease, and cancer. Through evaluation of current research, students apply biochemical concepts to develop evidence-based nutrition strategies for athletes, active individuals, and clinical populations.

Offered: Fall- Second 8 Weeks.

Outcomes
Explain the biochemical digestion, absorption, transport, and metabolism of carbohydrates, proteins, lipids, vitamins, and minerals in relation to health and physical performance.
Analyze key metabolic pathways involved in energy production (ATP systems), substrate utilization, recovery, and tissue remodeling during rest and exercise.
Evaluate how nutrient availability and timing influence metabolic adaptations, body composition, immune function, and performance outcomes.
Interpret and critically appraise scientific literature in nutritional biochemistry and apply findings to evidence-based practice.
Develop nutrition strategies grounded in biochemical principles to support health, disease prevention, and performance enhancement across diverse populations.
Examine the biochemical mechanisms linking nutrition to chronic diseases such as obesity, diabetes, cardiovascular disease, and cancer.
Integrate biochemical, physiological, and applied nutrition concepts to design and justify individualized nutrition recommendations for health and performance contexts.

KNS 608 - Program Design and Administration (3)

This course explores how to design and manage strength and conditioning programs for athletes, tactical teams, and clinical groups. It covers proven principles of program design, periodization, workload monitoring, and long-term athletic development. The course also discusses important administrative tasks, such as managing facilities, choosing equipment, creating policies, handling risks, planning for emergencies, and upholding professional ethics. It emphasizes leadership and the use of research to create safe and effective programs.

Offered: Spring- First 8 Weeks.

Outcomes
Design evidence-based strength and conditioning programs tailored to athletic, tactical, and clinical populations, incorporating principles of periodization, workload management, and long-term development.
Assess population-specific needs to create individualized and safe training interventions.
Apply research and best practices to optimize performance outcomes and support overall health.
Demonstrate competence in administrative tasks, including facility management, equipment selection, policy development, and emergency planning.
Evaluate and mitigate risk while ensuring adherence to professional and ethical standards in program administration.
Exercise leadership and operational oversight in the management of training programs and performance settings.

KNS 699 - Capstone (3)

This capstone course in kinesiology offers graduate students the chance to integrate and apply the knowledge and skills they've developed throughout the program to real-world, contemporary situations. It focuses on the practical use of kinesiology principles in professional environments, acting as a final showcase of student learning and competency. Students will analyze and synthesize theoretical frameworks and research from various perspectives, use scientific evidence to evaluate current issues and emerging trends, and demonstrate ethical and professional decision-making in practical settings.

Offered: Spring- Second 8 Weeks.

Outcomes
Integrate advanced kinesiology concepts to address complex, real-world professional scenarios.
Critically evaluate and synthesize scientific literature to support evidence-based decision-making.
Analyze industry trends and professional issues using research-based perspectives.
Design and justify practical, evidence-based solutions aligned with best practices.
Demonstrate professional communication, ethical reasoning, and readiness for advanced practice.

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.

Outcomes
1. Define leadership and its antecedent concepts.
2. Understand theories and styles of leadership as applied in context.
3. Demonstrate effective leadership communication, including listening and oral and written modalities.
4. Critique potential leadership strategies via case studies, discussion, and research.
5. Compare and contrast a variety of leadership modalities as applied in context.
6. Identify and evaluate ethical challenges in leadership.
7. Evaluate and analyze personal leadership strengths and weaknesses.

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.

Outcomes
1. Understand, explain, and apply leadership communication theories.
2. Evaluate and judge potential communication tactics related to leadership and organizational communication, including listening, visioning, change management, conflict, and negotiation.
3. Analyze and differentiate between intrapersonal, interpersonal, group, and team communication.
4. Apply appropriate leadership communication skills across contexts.
5. Formulate a personal leadership communication development plan.

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.

Student Learning Outcomes
1. To understand what is expected in the course and how to be successful in it. To recognize how to be original and effective in utilizing that originality in an organization. To comprehend differing viewpoints on what innovation is and the importance of innovation in an organization
2. To personally analyze how personal background and experiences influence originality and how to effectively communicate original ideas
3. To learn the underlying concepts of designing a business
4. To realize the importance of understanding customers, context, and the business models in a business and how to use the design tools to support that understanding. To learn how to make the brain work as an accelerator for innovative idea generation using stimulus mining and the leveraging of diversity
5. To learn and use ideation tools to generate ideas for solving a unique problem
6. To understand a selection process for new ideas and how to test them early for their viability. To use writing tools to learn how to effectively communicate the idea
7. To experiment with ways to test and/or prototype the validity of an idea for a product, service, or process using the Plan, Do, Study, Act learning cycle. To see the difficulties and importance of creating a culture of innovation in an organization
8. To perform an assessment of your organization’s innovative culture and analyze the results. To realize the difference between disruption and innovation. To know how to communicate new ideas effectively
9. To understand the difference between innovators and innovation. To reflect upon organizational silos that create barriers to an innovative culture. To determine how to create and manage effective innovation teams

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.

Student Learning Outcomes
1. Become familiar with theories of public policy and analysis
2. Demonstrate knowledge about state and national level policy making
3. Be able to develop a policy proposal and presentation on a state or national public policy topic

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.

Student Learning Outcomes
1. Understand the role and challenges of health policy.
2. Evaluate different components of the health care system including population health, public health and the delivery of care to special, vulnerable populations.
3. Describe the challenges of delivering medical care including workforce, financing, cost, quality, management and technology.
4. Contrast the U.S Health care system with other countries including England, Canada, France and China.
5. Understand key concepts related to the future of the U.S. Health Care system.

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.

Student Learning Outcomes
1. Identify unique features of sports industry and how the industry may differ from other industries.
2. Synthesize legal issues and applications in the sports industry.
3. Identify and discuss issues in sports facility management.
4. Apply sport psychology skills to situations in coaching, teaching, and other sports leadership scenarios.
5. Analyze future trends and issues in sports leadership.

LDRS 511 - Initiating Critical Inquiry (3)

The first of two courses in the development and execution of the final practicum project. This course lays the foundation for a strong project. The course will review research methodologies that may have been introduced throughout the program. A research question will be developed as well as a strong applicable literature review and a research protocol. The ethics of research, as well as the IRB process and permission procedures, will be covered.

Offered: Fall, Spring, Summer.

Outcomes
1. Recognize and explain various research methodologies and their appropriate application.
2. Develop a working research question or hypothesis appropriate to a graduate-level, inquiry-based research project.
3. Develop a relevant literature review.
4. Develop an appropriate methodological protocol for the project.
5. Determine appropriate permission steps, including the IRB process.
6. Analyze potential strengths, limitations, and inherent biases of their proposed methodology.
7. Submit their methodology to their instructor and/or Program Director for approval.

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.

Outcomes
1. Explain organizational theories and different aspects of organizations, including power, culture, and behavior.
2. Appraise the strengths and weaknesses of various organizational theories and their application.
3. Interpret and analyze organizational phenomena through the lens of organizational theories.
4. Demonstrate mastery of organizational theories and behaviors through the lens of leadership by conducting research.
5. Design and conduct an organizational analysis.

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.

Outcomes
1. Identify the influences of culture and diversity on ethical decision-making.
2. Critique the role of personal worldviews and identities in the application of ethical decision-making.
3. Examine the role of key philosophical perspectives in understanding the ethical discernment process.
4. Understand and apply ethical and moral development theories to individual and organizational decision-making.
5. Formulate ethical decisions based on personal values, principles, and ethical leadership norms.

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.

Outcomes
1. Identify and explain interdisciplinary theories of cross-cultural differences in organizational, interpersonal relations, and communication.
2. Critique the impact of globalization on organizations.
3. Examine the influence of worldviews, individual and organizational identity, and culture on organizational functioning and productivity.
4. Solve cross-cultural leadership and diversity-related complexities within organizations.
5. Investigate and formulate evidence-based interventions which support cross-cultural inclusivity within organizations.

LDRS 516 - Organizational Culture: Mission, People, and Purpose (3)

Organizational culture is a critical driver of institutional health, performance, and employee vitality, yet it is often misunderstood or overlooked. Culture is intangible—absent from financial statements—yet it shapes every function of an organization, connecting highly specialized departments under an overarching organizational "way of life." This course explores the foundations of organizational culture, the forces that shape it, and the leadership character required to cultivate it. Students will develop a theoretical and applied framework for understanding how mission, people, and purpose interact to create thriving organizational environments.

Offered: Fall, Spring, Summer.

Outcomes
Construct a theoretical and applied framework for understanding organizational culture (PSLO 1, 4).
Differentiate among culture types and analyze the internal and external forces that shape organizational health (PSLO 1, 2, 4).
Analyze the relationship between leadership character, organizational effectiveness, and employee engagement (PSLO 1, 3, 4).
Reflect on how culture is experienced and expressed across organizational settings to build awareness of alignment, dissonance, and leadership influence (PSLO 1, 2, 4).
Evaluate culture-based initiatives to drive character-informed, mission-aligned organizational change (PSLO 1, 2, 3, 4).

LDRS 530 - 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: As needed.

Outcomes
Examine governance structures and leadership approaches commonly used by nonprofit boards. (PSLOs 1, 4)
Explain the accountability practices and regulatory frameworks that guide nonprofit organizations. (PSLOs 2, 4)
Apply mission and organizational goals to nonprofit strategic planning. (PSLOs 3, 4)
Apply techniques for managing nonprofit staff and volunteers and identify practices that help reduce burnout. (PSLOs 1, 4)
Develop collaboration, communication, and marketing strategies that support nonprofit operations. (PSLOs 1, 2, 3, 4)

LDRS 531 - 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: As needed.

Outcomes
Analyze how organizational mission and goals inform the design of effective performance measurement systems. (PSLOs 1, 2, 3, 4)
Examine common performance measurement and evaluation approaches used in nonprofit organizations. (PSLOs 1, 2, 3, 4)
Evaluate ethical considerations associated with performance measurement practices and organizational innovation. (PSLO 3)
Develop a performance measurement plan that aligns with a nonprofit organization’s mission and strategic priorities. (PSLOs 1, 2, 3, 4)

LDRS 532 - 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: As needed.

Outcomes
Apply grant writing principles by preparing key components of foundation and federal grant proposals for a nonprofit organization. (PSLOs 1, 2, 4)
Examine the processes involved in grant submission and the management of awarded grants. (PSLOs 1, 2)
Analyze major fundraising concepts—including donor management, the fundraising cycle, major gifts, and capital campaigns—and their role in nonprofit sustainability. (PSLOs 1, 2, 3)
Develop a fundraising plan that integrates key fundraising concepts to support a nonprofit organization’s goals. (PSLOs 1, 3, 4)

LDRS 590 - Special Topics (3)

Special topics in leadership

Offered: As available.

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.

Student Learning Outcomes
1. Understanding of key human resource practices in today's organizations.
2. Build critical thinking skills by analyzing how human resource practices can support a firm's strategic objectives and enhance long-term firm performance.
3. To help you apply and understanding of human resource practices to your job search and career choices.
4. To develop skills in the following areas: problem solving and analysis, written communication, and teamwork.

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.

Student Learning Outcomes
1. Understand Scope, Concepts, and Drivers of International Marketing
10. Identify the business and economic implications of differences in culture
11. Recognize how differences in social culture influence values in workplace
12. Understand the ethical issues faced by international businesses
13. Identify the causes of unethical behavior by managers
14. Identify the different strategies for competing globally and their pros and cons
15. Explain the pros and cons of using strategic alliances to support global strategies
16. Understand the importance of international market research
17. Summarize the strategic role of human resource management in the international businesses
18. Understand how and why compensation systems might vary across nations
19. Understand how organized labor can influence strategic choices in international business firms
2. Understand Regional Economic and Political Integration
3. How culture Influences on International Marketing
4. How to use international Publicity, Public Relations, and Sales Promotion
5. Understand International Personal Selling and pricing strategy
6. Recognize the main causes of globalization.
7. Understand how the political systems of countries differ
8. Understand how the economic systems of countries differ
9. Identify the forces that lead to differences in social culture

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

Student Learning Outcomes
1. Describe the role of planning in change and innovation.
2. Learn and apply the steps of the strategic planning process.
3. Conduct a leadership style self-assessment.

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

Student Learning Outcomes
1. Identify and discuss important financial principles, fundamentals of fund raising, and methods for implementing plans in the sports industry.
2. Develop and explain how to implement key features of a fundraising plan along with the use of strategies related to direct mail, telemarketing, and philanthropic giving.
3. Explain the role of personnel and volunteers in leading fund raising projects.
4. Analyze financial documents and fiscal reports to better understand how to manage a business in the sports industry.
5. Identify typical budgeting and forecasting concepts for organizations in the sports industry.
6. Explain the importance of understanding taxation, fiscal risk management principles, accounting, and proper financial auditing.

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.

Student Learning Outcomes
1. Discuss the nature and scope of opportunities in the sport leadership industry.
2. Summarize the importance of developing professional skills, attitudes, and perspectives as a sport leader.
3. Examine the major challenges, trends, and responsibilities in various segments of the sport leadership field.
4. Explain the relevance of ethical, legal, and sociological concepts to the leadership of sport.
5. Demonstrate an understanding of theories of management, leadership, and organizational behavior and how they are applied in sport leadership.
6. Apply the ability to analyze and interpret published sport leadership research.
7. Recognize the importance of becoming a member of the profession who will have a positive influence as a sport leader in the future.

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.

Outcomes
1. Define and explain the reciprocal relationship between leadership and followership.
2. Evaluate follower characteristics and behaviors in relation to leadership and context.
3. Examine the role and influence of toxic leadership on followers and organizations.
4. Apply followership development models in a coaching and mentoring setting.
5. Design followership development plans for implementation.

LDRS 690 - Special Topics (3)

Special topics in leadership

Offered: As available.

LDRS 695 - Independent Study (1-4)

This course provides students with the opportunity to work one-on-one with a faculty member on a particular research topic or creative project.

Offered: By arrangement.

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.

Student Learning Outcomes
1. The purpose of the graduate project is for the student, under the guidance of a faculty advisor, to conduct independent study and research aimed at implementing leadership ideas and strategies in real world contexts. It serves as the culminating experience for students to demonstrate application of knowledge and competency in the field of leadership.
2. The responsibility for identifying the project, formulating it, collecting data, and choosing the appropriate implementation path belongs to the student(s). The role of the graduate advisor(s) is to suggest ideas, guide, motivate and support the student through the process. This project is designed to be completed by a single student, but group projects may be allowed following consideration by the faculty advisor or the Program Director.

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.

Outcomes
01. Articulate the connection between leadership theory and practice. (PSLO 1)
02. Critically evaluate leadership literature. (PSLO 1)
03. Synthesize and apply leadership theory in a scholarly way. (PSLOs 1, 2)
04. Assess the ethical implications of current leadership trends and theories. (PSLO 3)
05. Create theoretically supported solutions to proposed organizational and leadership challenges. (PSLOs 1, 2, 4)

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.

Outcomes
01. Examine the theoretical foundations of organizational strategy and design. (PSLO 1)
02. Assess the ethical implications of poor organizational strategy and design. (PSLO 3)
03. Identify organizational problems resulting from issues of organizational strategy and design. (PSLOs 1, 2)
04. Evaluate and assess organizational strategy and design, including communication, culture, and human resources. (PSLO 2)
05. Measure organizational efficiency. (PSLO 2)
06. Formulate and propose evidence-based organizational strategy and design. (PSLOs 1, 2, 3, 4)

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.

Outcomes
01. Correlate the theoretical relationship between leadership and cultural intelligence. (PSLO 1)
02. Evaluate their cultural intelligence. (PSLO 4)
03. Modify behaviors based on the cross-cultural situation. (PSLO 4)
04. Examine the ethical implications of culture on leadership and leading. (PSLO 3)
05. Utilize cultural intelligence in designing and developing organizational solutions. (PSLOs 1, 2, 3, 4)

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.

Outcomes
01. Evaluate followership, team, and group theory. (PSLO 1)
02. Assess followership development. (PSLO 2)
03. Appraise team and group dynamics. (PSLO 2)
04. Examine the ethical implications of followership, teams, and groups. (PSLO 3)
05. Develop evidence-based responses for developing effective followers, teams, and groups. (PSLOs 1, 2, 3, 4)

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.

Outcomes
01. Synthesize historical and current literature and concepts relating to leading personnel. (PSLOs 1, 4)
02. Appraise evidence-based practices for personnel leadership that relate to high-performing organizations. (PSLOs 1, 2, 3, 4)
03. Evaluate modern personnel issues and suggest solutions. (PSLOs 1, 3, 4)
04. Assess personnel approaches for attracting qualified employees and hiring processes. (PSLOs 1, 4)
05. Value the key elements of personnel development, motivation, retention, evaluation, and diversity. (PSLOs 1, 2, 4)
06. Interpret the ethical, legal, and professional challenges involved in leading personnel. (PSLOs 3, 4)

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.

Outcomes
01. Apply current theories of change management to a variety of organizational settings. (PSLO 1)
02. Understand the unique models of change and transition management. (PSLO 1)
03. Articulate the concepts of complexity and network relationships as they relate to changing and evolving organizations. (PSLOs 1, 2)
04. Explore the roles that readiness and resiliency play in organizational change. (PSLOs 1, 2)
05. Assess the ethical implications of change and complexity. (PSLO 3)
06. Develop a model for effective change and transition management for organizational sustainability. (PSLOs 1, 2, 4)

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.

Outcomes
01. Articulate the value of assessment and analytics in leadership and organizational development. (PSLO 1)
02. Identify appropriate assessment tools considering context and need. (PSLO 2)
03. Appropriately apply assessment tools. (PSLO 2)
04. Evaluate and interpret assessment data using appropriate analytical methods. (PSLOs 1, 2)
05. Examine the role of ethics in choosing and applying assessment tools and conducting assessments (PSLO 3)
06. Develop potential leadership and organizational development responses based on analysis of data. (PSLOs 1, 2, 3, 4)

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.

Outcomes
01. Synthesize relevant literature in the coaching field. (PSLOs 1, 2)
02. Assess the role of modern coaches in influencing, motivating, and persuading their clients. (PSLOs 1, 3, 4)
03. Develop critical comparative skills to determine important similarities and differences in the various approaches to coaching in contemporary leadership. (PSLOs 1, 4)
04. Evaluate diversity, inclusiveness, and ethical dynamics in the coaching field. (PSLOs 3, 4)
05. Create influential, motivational, and persuasive methods in building and maintaining relationships in a coaching role. (PSLOs 1, 3, 4)
06. Select contemporary approaches in coaching. (PSLOs 1, 2, 3, 4)

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.

Outcomes
01. Assess the essential components of consulting. (PSLOs 1, 3, 4)
02. Investigate the historical, philosophical, and empirical foundations of consulting. (PSLO 1)
03. Appraise the relevance of diversity, ethics, and belonging in consulting. (PSLOs 3, 4)
04. Evaluate contemporary, innovative approaches to consulting. (PSLOs 1, 2, 3, 4)
05. Organize discipline-focused research in the consulting field. (PSLOs 1, 2)
06. Devise a diversity of thought regarding solving issues for clients. (PSLOs 1, 3, 4)

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.

Outcomes
01. Formulate approaches for coaching and consulting informed by modern research and personal experiences. (PSLOs 1, 2, 3, 4)
02. Investigate current trends in the coaching and consulting field. (PSLOs 1, 2, 3, 4)
03. Assess the difference between coaching and consulting. (PSLO 4)
04. Develop sound diversity, ethics, and belonging frameworks based on current trends in the field, which serve as a foundation for addressing legal and ethical issues that coaches and consultants face. (PSLOs 2, 3)
05. Support how advising individuals, groups, and organizations using effective coaching and consulting strategies can maximize overall success. (PSLOs 1, 2, 4)
06. Justify changing the paradigm regarding traditional thinking related to coaching and consulting. (PSLOs 1, 4)

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.

Outcomes
01. Articulate different types of governance and non-profit board leadership styles. (PSLOs 1, 3, 4)
02. Understand nonprofit accountability and regulations. (PSLOs 2, 4)
03. Synthesize mission and goals within strategic planning. (PSLOs 1, 3, 4)
04. Learn techniques for staff and volunteer management and strategies for reducing burnout. (PSLOs 1, 3, 4)
05. Create collaboration, communications, and marketing strategies. (PSLOs 1, 3, 4)

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.

Outcomes
01. Articulate the importance of aligning organizational mission with effective performance measurement. (PSLOs 1, 2, 3, 4)
02. Compare different types of performance measurement and evaluation strategies. (PSLOs 1, 2, 3, 4)
03. Assess the ethical implications of performance measurements and innovation. (PSLO 3)
04. Synthesize strategies in developing a performance measurement plan for a non-profit organization. (PSLOs 1, 2, 3, 4)

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.

Outcomes
01. Develop grant writing skills by developing key components for a foundation and federal grant for a non-profit organization. (PSLOs 1, 2, 4)
02. Understand basic grant submission and management processes. (PSLOs 1, 2)
03. Evaluate the key concepts for non-profit fundraising, including donor management, the fundraising cycle, major gifts, and capital campaigns. (PSLOs 1, 2, 3)
04. Synthesize fundraising concepts into a fundraising plan for a non-profit organization. (PSLOs 1, 3, 4)

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.

Outcomes
01. Justify the key factors that impact coaching success. (PSLOs 1, 3, 4)
02. Value the skills and purpose of coaching. (PSLOs 1, 2, 4)
03. Interpret and integrate scholarly literature on coaching as a leader. (PSLOs 1, 2)
04. Execute empathy and inclusivity when working in a coaching role. (PSLOs 3, 4)
05. Evaluate the ethical and legal issues with coaching individuals, teams, and groups. (PSLO 3)

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.

Outcomes
01. Choose the elements that deepen consulting effectiveness. (PSLOs 1, 3, 4)
02. Assess the cultural, ethical, and legal issues within the consulting practice. (PSLO 3)
03. Apply the fundamental skills necessary for successful consulting. (PSLOs 1, 2, 4)
04. Appraise the scholarly findings on leadership consulting. (PSLOs 1, 2)
05. Defend the core concepts, purposes, processes, and consultation theories as they apply to leadership settings. (PSLOs 1, 2, 4)

LDRS 782 - The Academic Professional: A Collegial Culminating Experience (1)

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 projects, while engaging them in discussions and experiences relevant to professional scholarly work post-graduation.

Prerequisite: LDRS 870. Corequisite: LDRS 871. Offered: Fall, Spring, Summer.

Outcomes
01. Summarize an understanding of the process and the steps necessary to complete a doctoral-level project. (PSLOs 1, 2, 3, 4)
02. Cultivate an understanding of the importance of a motivating community of accountability that produces camaraderie and success. (PSLOs 1, 2, 4)
03. Combine all resources to successfully navigate the process of completing a research project. (PSLO 4)
04. Engage in professional scholarly activity and experiences.

LDRS - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

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 deliberatively 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.

Outcomes
01. Evaluate the premise and benefits of action and project-based research. (PSLOs 1, 2, 3)
02. Synthesize the current body of literature on action and project-based research. (PSLOs 1, 2)
03. Analyze the critical role values and ethics play in developing strong action research projects. (PSLOs 1, 2, 3)
04. Assess the roles of data planning, gathering, and analysis in action and project-based research. (PSLOs 1, 2)
05. Formulate and apply action or project-based research to one’s individual practice. (PSLOs 1, 2, 4)

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.

Outcomes
01. Identify the benefits of and need for scholarly and critical inquiry. (PSLOs 1, 2, 4)
02. Appraise various advanced research methods that enhance the critical inquiry process. (PSLOs 1, 2)
03. Summarize specific skills necessary for scholarly and critical inquiry. (PSLOs 1, 2)
04. Examine the scholarly inquiry process as it relates to organizational settings. (PSLOs 1, 2, 4)
05. Evaluate situational settings where students can use critical inquiry for advocacy and leadership in their professional fields. (PSLOs 1, 2, 4)

LDRS 793 - 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.

Outcomes
01. Assess and evaluate the practical principles and application of research in contemporary organizations. (PSLOs 1, 2)
02. Identify the unique qualities of quantitative, qualitative, and mixed methods methodologies. (PSLOs 1, 2)
03. Evaluate appropriate research methods to address a variety of organizational issues. (PSLOs 1, 2, 4)
04. Understand and apply the process and components of data-driven decision-making. (PSLOs 1, 2, 3, 4)

LDRS 795 - Independent Study (1-4)

This course provides students with the opportunity to work one-on-one with a faculty member on a particular research topic or creative project.

Offered: By arrangement.

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.

Outcomes
01. Support the need for completing the project related to the field of leadership. (PSLOs 1, 2, 4)
02. Justify the most discipline-focused project methodology, project design, and research questions/statement of project intent for their proposed project. (PSLOs 1, 2)
03. Synthesize literature overviewing historical and current knowledge associated with the selected topic. (PSLOs 1, 4)
04. Argue the importance of ethics related to the research process. (PSLO 3)
05. Defend the overall proposal with the project chairperson and committee members. (PSLOs 1, 2)

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.

Outcomes
01. Apply the ethical, legal, and professional requirements involved in conducting research. (PSLO 3)
02. Manage a doctoral project based on methodologically sound principles. (PSLOs 1, 2, 3)
03. Assess data to gain new knowledge related to their project topic. (PSLOs 1, 2)
04. Compose the implications of their project findings associated with the leadership field. (PSLOs 1, 2, 4)
05. Determine conclusions on how the project applies to the field of leadership. (PSLOs 1, 2, 3, 4)
06. Defend their final project with the project chairperson and committee members. (PSLO 1, 2)

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.

Outcomes
01. Conclude a doctoral project based on methodologically sound principles. (PSLO 2)
02. Compose implications and conclusions based on their project findings as they relate to the field of leadership. (PSLOs 1, 2, 4)
03. Defend their final project with the project chairperson and committee members. (PSLO 3)

MSCI

MSCI 600 - Foundations of Human Physiology (3)

This course provides an in-depth exploration of human physiology, emphasizing the mechanisms that govern normal function in major organ systems. Designed for graduate-level students pursuing careers in medicine, biomedical research, or health sciences, the course builds a foundational understanding of cellular physiology, homeostasis, and integrated system responses.

Topics include the physiology of the nervous, muscular, cardiovascular, respiratory, renal, gastrointestinal, and endocrine systems. Students will engage with clinical correlations and case-based examples to illustrate how physiological principles apply to health and disease. Through lectures, discussions, and problem-solving exercises, the course fosters critical thinking and prepares students for advanced biomedical coursework and professional training.

Offered: Summer 2026.

Outcomes
1. Understand the fundamental principles of human physiology, including cell function, tissue organization, and organ system functions.
2. Explain the physiological mechanisms underlying homeostasis and the body's response to various physical and pathological conditions.
3. Analyze the integration of different organ systems in maintaining overall health and bodily functions.
4. Apply biomedical knowledge to interpret physiological data and experimental results.
5. Develop critical thinking skills related to human physiological processes and their relevance to health and disease.
6. Communicate scientific concepts clearly and effectively, both verbally and in writing, related to human physiology.

MSCI 602 - Molecular and Cellular Biology (3)

This course provides an advanced understanding of molecular and cellular biology with a focus on the molecular mechanisms that govern cell structure, function, communication, and regulation. Topics are presented in the context of human biology and disease, making it especially relevant for students preparing for careers in medicine, biomedical research, and health-related professions.

Core concepts include DNA replication, transcription, translation, gene regulation, protein trafficking, cell signaling pathways, membrane dynamics, cell cycle control, apoptosis, and cancer biology. Emphasis is placed on experimental design, interpretation of primary literature, and the application of molecular techniques in clinical and research settings.

Through a combination of lectures, case-based discussions, and literature reviews, students will gain the conceptual and analytical tools necessary to understand and investigate complex biological systems at the molecular and cellular levels.

Offered: Fall 2026.

Outcomes
1. Explain the molecular and cellular mechanisms underlying normal cellular function and physiology, with an emphasis on their relevance to human health and disease.
2. Describe the structure and function of biomolecules, cellular organelles, and signaling pathways involved in cellular processes.
3. Analyze the molecular basis of genetic inheritance, gene expression, and regulation, and their implications for disease pathogenesis.
4. Evaluate scientific literature related to molecular and cellular mechanisms of disease, with an emphasis on translational research.
5. Apply advanced experimental design ideas and techniques to investigate cellular and molecular functions.
6. Integrate knowledge of molecular and cellular biology to understand molecular targets for therapeutic intervention.
7. Demonstrate effective scientific communication through written reports, presentations, and discussions of research findings.

MSCI 604 - Human Anatomy and Embryology (3)

This integrated course explores the structural organization of the human body and the developmental processes that shape it. Designed for graduate students in medical sciences, the course provides a comprehensive study of gross human anatomy in conjunction with fundamental concepts of embryology, highlighting the anatomical and developmental basis of clinical conditions.

The anatomy component covers regional and systemic approaches to the human body, including musculoskeletal, nervous, cardiovascular, respiratory, gastrointestinal, urogenital, and endocrine systems. Images of cadaveric prosections, 3D visualizations, and other clinical imaging are used to reinforce spatial relationships and enhance understanding of anatomical structures.

The embryology portion emphasizes the stages of human development from fertilization to birth, including gastrulation, organogenesis, and the development of major body systems. Congenital anomalies are discussed within the context of normal and abnormal development.

Offered: Summer.

Outcomes
1. Describe the detailed anatomical structures of the human body, including musculoskeletal, cardiovascular, nervous, respiratory, digestive, and reproductive systems, with clinical correlations.
2. Explain embryological development and the formation of major organ systems, highlighting developmental processes and common abnormalities.
3. Identify anatomical features through morphological and imaging techniques and relate these to clinical applications.
4. Analyze the embryological origin of various tissues and organs and their functional significance.
5. Apply knowledge of human anatomy and embryology to understand normal physiological functions and pathological conditions.
6. Interpret radiological and imaging studies in the context of human anatomy.
7. Communicate anatomical and embryological concepts clearly, both verbally and in writing, tailored to clinical and research contexts.

MSCI 606 - Advanced Musculoskeletal Human Anatomy (3)

This advanced course offers an in-depth examination of the musculoskeletal system, emphasizing the structural and functional relationships critical to human movement and clinical practice. Designed for graduate students in medical sciences, this course integrates detailed anatomical study with applied clinical relevance, making it ideal preparation for advanced education and/or careers in medicine, physical therapy, orthopedics, and sports medicine.

Course content focuses on the bones, joints, muscles, and neurovascular structures of the axial and appendicular skeleton. Functional anatomy, biomechanics, and common clinical pathologies such as fractures, dislocations, nerve entrapments, and muscular disorders are discussed throughout.

In addition, advanced imaging examples are provided to support contextualization and understanding of anatomical structures and their functions through cadaveric images, 3D anatomical models, and other digital and/or VR-based examples. Students will engage in identification of anatomical structures and analysis to reinforce concepts and prepare them for practical application in clinical

settings.

Offered: Fall.

Outcomes
1. Describe the more complex and detailed anatomy of the musculoskeletal system, including bones, muscles, ligaments, tendons, and joints, with emphasis on functional relationships and clinical relevance.
2. Analyze the biomechanics and movement mechanisms of the human musculoskeletal system.
3. Identify anatomical structures through examples images from cadaveric dissections, image scans, and other demonstrable morphological techniques, and explain their clinical significance.
4. Apply advanced anatomical knowledge to diagnose and manage musculoskeletal disorders and injuries.
5. Correlate musculoskeletal anatomy with surgical treatment approaches and rehabilitative strategies.
6. Evaluate the structural basis of common musculoskeletal pathologies, including trauma, degenerative diseases, and congenital anomalies.
7. Demonstrate proficiency in using anatomical terminology in verbal and written communication.

MSCI 608 - Physics Principles for Health and Rehabilitation (3)

This course explores fundamental physics concepts as they apply to human health, movement, and rehabilitation sciences. Designed for graduate students preparing for careers in medicine, physical therapy, occupational therapy, and other health professions, the course emphasizes the practical application of physics in clinical and biomedical contexts.

Key topics include biomechanics, fluid dynamics, thermodynamics, electricity and magnetism, sound and wave principles, and radiologic physics. Students will examine how these principles influence physiological processes, diagnostic technologies (e.g., MRI, ultrasound, X-rays), and therapeutic interventions such as prosthetics, assistive devices, and rehabilitation equipment.

Through case-based learning, problem-solving exercises, and interactive collaborative demonstrations, students will gain a deeper appreciation for the role of physics in understanding human movement, designing treatment plans, and interpreting clinical data.

Offered: Fall.

Outcomes
1. Explain fundamental physics concepts such as mechanics, forces, energy, and motion as they relate to human movement and rehabilitation.
2. Apply principles of physics to understand the biomechanics of human motion and musculoskeletal function.
3. Describe the physical principles underlying common diagnostic and therapeutic techniques, including ultrasound, electromagnetism, and imaging modalities.
4. Analyze the interactions between physical forces and biological tissues, with an emphasis on their applications in health and rehabilitation.
5. Demonstrate proficiency in calculating and modeling physical parameters relevant to therapeutic devices and intervention strategies.
6. Demonstrate the knowledge and ability to assess the safety and effectiveness of various physical modalities and equipment used in rehabilitation from a physics-based perspective.
7. Integrate and communicate physics concepts clearly to optimize treatment plans and improve patient outcomes in clinical settings.

MSCI 610 - Biomechanics and Human Movement (3)

This course provides an in-depth study of biomechanics as it relates to human movement, injury prevention, and rehabilitation. Geared toward graduate students in the medical sciences, the course integrates principles of physics, engineering, anatomy, and physiology to analyze the mechanical aspects of biological systems.

Topics include kinematics, kinetics, force generation, lever systems, joint mechanics, tissue mechanics (bone, muscle, tendon, and ligament), and the biomechanics of gait and posture. Special emphasis is placed on the application of biomechanical principles to clinical assessment, prosthetic and orthotic design, sports performance, and rehabilitation strategies.

Students will engage in data interpretation, motion analysis, and problem-solving exercises that simulate real-world scenarios encountered in healthcare and research settings. Case studies and current literature will be used to illustrate how biomechanics informs medical decision-making and therapeutic interventions.

Offered: Fall.

Outcomes
1. Describe the principles of biomechanics and their application to human movement and physical activity.
2. Analyze the mechanical aspects of human motion, including forces, torques, levers, and kinematic and kinetic analysis.
3. Evaluate the function and structure of musculoskeletal components involved in movement, including bones, muscles, joints, and soft tissues.
4. Apply biomechanical models to assess movement patterns and identify deviations or impairments.
5. Interpret laboratory, motion analysis, and imaging data to understand movement dynamics and tissue interactions.
6. Design and evaluate rehabilitation interventions based on biomechanical principles to improve mobility and function.
7. Correlate biomechanical concepts with clinical conditions, injury mechanisms, and treatment strategies.

MSCI 622 - Medical Biochemistry (3)

This course offers a comprehensive exploration of biochemical principles as they relate to human health, disease, and clinical practice. Designed for graduate students in medical sciences, the course emphasizes the molecular basis of physiological processes and the biochemical alterations that underpin pathologic conditions.

Major topics include protein structure and function, enzyme kinetics, metabolism of carbohydrates, lipids, amino acids, and nucleotides, as well as molecular signaling, oxidative stress, and acid-base balance. Integrated throughout the course are clinically relevant examples and case-based discussions that link biochemical pathways to diseases such as diabetes, metabolic syndrome, cancer, and genetic disorders.

By the end of the course, students will have a solid understanding of how molecular and biochemical knowledge informs diagnostics, pharmacology, and therapeutic strategies in modern medicine.

Offered: Fall.

Outcomes
1. Describe the molecular structure and function of key biomolecules such as proteins, nucleic acids, lipids, and carbohydrates relevant to human health.
2. Explain biochemical pathways and their regulation, including glycolysis, Krebs cycle, lipid metabolism, and amino acid metabolism.
3. Analyze the molecular mechanisms underlying cellular processes such as enzyme activity, signal transduction, and metabolic control.
4. Interpret biochemical data to diagnose metabolic disorders and understand disease mechanisms.
5. Evaluate the biochemical basis of genetic inheritance, mutations, and gene expression in health and disease.
6. Apply biochemical principles to the development and action of therapeutic agents, including enzyme inhibitors and drugs targeting metabolic pathways.
7. Integrate knowledge of biochemistry to understand clinical symptoms and diagnostics.
8. Communicate biochemical concepts effectively in written reports and oral presentations within biomedical contexts.

MSCI 624 - Immunology and Infectious Disease (3)

This course offers an in-depth exploration of immunological principles with a focus on their application in human health and disease. Designed for graduate students in the Master of Science in Medical Sciences (MSMS) program, this course covers the molecular and cellular basis of the immune system, emphasizing how immune responses contribute to both protection against pathogens and the development of various diseases.

Key topics include innate and adaptive immunity, antigen recognition, immunoglobulins, T and B cell function, cytokine signaling, and the role of the immune system in autoimmune diseases, hypersensitivity, and immunodeficiencies. Special attention is given to the mechanisms underlying vaccine development, transplantation immunology, and cancer immunotherapy.

Students will engage with clinical case studies, immunological laboratory techniques, and current research in immunology to build a strong foundation for both clinical practice and research in immunological disorders.

Offered: Fall.

Outcomes
1. Describe the fundamental principles of the immune system, including innate and adaptive immunity, and their roles in protecting the host.
2. Explain the mechanisms of immune recognition, response, and regulation in health and disease conditions.
3. Analyze the immune response to various pathogens, including bacteria, viruses, fungi, and parasites.
4. Evaluate the basis of immunological disorders, such as autoimmune diseases, allergies, and immunodeficiency.
5. Identify immune-mediated mechanisms involved in infectious diseases and discuss pathogen evasion strategies.
6. Interpret laboratory and clinical data related to immune function and infectious diseases.
7. Apply immunological knowledge to develop or assess diagnostic tools, vaccines, and immunotherapies.
8. Communicate complex immunological and infectious disease concepts clearly through written reports and oral presentations.

MSCI 626 - Pathophysiology and Disease Mechanisms (3)

This course provides a comprehensive study of the physiological processes and molecular mechanisms underlying human diseases. Designed for graduate students in the Master of Science in Medical Sciences (MSMS) program, the course emphasizes the connection between normal physiological functions and the pathophysiological changes that occur in disease states.

Topics include cellular injury, inflammation, tissue repair, metabolic disturbances, genetic and environmental contributions to disease, and the pathogenesis of common conditions such as cardiovascular diseases, cancer, neurological disorders, and infectious diseases. Special attention is given to the molecular and genetic basis of disease, signaling pathways, and the body's response to disease at the cellular and systemic levels.

By the end of the course, students will be equipped to understand the complex mechanisms of disease, assess the clinical implications of pathophysiological changes, and apply this knowledge to clinical practice and research.

Offered: Spring.

Outcomes
1. Describe the fundamental principles of normal physiology and how they are altered in various disease states.
2. Explain the cellular and molecular mechanisms underlying the pathogenesis of major diseases, including inflammatory, degenerative, infectious, and neoplastic conditions.
3. Analyze the relationship between abnormal biological processes and clinical manifestations of disease.
4. Evaluate laboratory, imaging, and clinical data to understand disease progression and underlying mechanisms.
5. Apply knowledge of pathophysiology to develop hypotheses and interpret research related to disease processes.
6. Assess the impact of genetic, environmental, and lifestyle factors on disease development and progression.
7. Communicate complex mechanisms of disease clearly in written and oral formats tailored to professional and research audiences.
8. Integrate pathophysiological concepts to support clinical decision-making and patient management strategies.

MSCI 630 - Graduate Medical Writing and Communication (3)

This course provides foundational and advanced training in medical and scientific writing for academic, clinical, and industry settings. Students will learn to effectively communicate complex biomedical information to a range of audiences, including healthcare professionals, regulatory bodies, and the general public. Topics include structure and style of scientific manuscripts, literature reviews, abstracts, grant writing, regulatory documentation (e.g., protocols, informed consent forms, clinical study reports), and ethical considerations in scientific communication. Emphasis is placed on clarity, accuracy, audience awareness, and adherence to professional standards such as AMA and ICMJE guidelines.

Offered: Summer.

Outcomes
1. Describe the principles of effective scientific and medical writing, including clarity, accuracy, and ethical considerations.
2. Develop skills in composing various types of medical and scientific documents, such as research proposals, journal articles, case reports, and clinical protocol documents.
3. Apply appropriate formatting, style, and referencing standards for scientific publications and professional communication.
4. Evaluate and critique scientific writing for clarity, coherence, and scientific rigor.
5. Translate complex scientific information into clear, concise language suitable for diverse audiences, including healthcare professionals and patients.
6. Practice oral presentation skills for scientific conferences, seminars, and stakeholder communication.
7. Adhere to ethical standards in authorship, peer review, and publication processes.

MSCI 634 - Graduate Psychology and Behavioral Science (3)

This course provides an in-depth exploration of the psychological and behavioral principles that influence human health, wellness, and disease. Geared toward graduate students in medical sciences, the course examines how psychological processes, mental health conditions, and behavioral factors interact with physiological and clinical outcomes. Students will explore topics such as cognition, emotion, motivation, stress, coping mechanisms, and the impact of mental health on physical health.

The course also focuses on behavioral medicine, which integrates psychological knowledge and techniques to improve patient outcomes in clinical settings. Emphasis is placed on understanding the biopsychosocial model, assessing psychological well-being, and applying therapeutic interventions to support holistic patient care. The course incorporates case studies, research, and behavioral assessment tools to provide practical skills for addressing mental health and behavioral concerns in medical practice.

Offered: Spring.

Outcomes
1. Describe core principles and theories of psychology and behavioral sciences, emphasizing their relevance to health, illness, and healthcare settings.
2. Analyze behavioral factors and psychological mechanisms influencing health behaviors, treatment adherence, and patient outcomes.
3. Apply behavioral science principles to develop interventions aimed at promoting health and well-being.
4. Evaluate research methods and data related to psychological and behavioral studies, including experimental design, measurement, and analysis.
5. Interpret psychological theories and concepts in the context of clinical practice, public health, and biomedical research.
6. Design psychological and behavioral research studies addressing health-related issues.
7. Communicate psychological and behavioral science concepts effectively through written reports, presentations, and clinical discussions.
8. Reflect on ethical considerations and cultural competence when applying psychological and behavioral principles in diverse healthcare environments.

MSCI 636 - Neuroscience and Neurobiology (3)

This course provides an in-depth exploration of the fundamental principles of neuroscience and neurobiology, focusing on the structure, function, and regulation of the nervous system. Designed for graduate students in medical sciences, the course delves into the molecular, cellular, and systems-level aspects of neurobiology, with an emphasis on understanding the biological basis of neural function and behavior.

Key topics include neuroanatomy, neurotransmission, synaptic plasticity, neurodevelopment, sensory and motor systems, neurodegenerative diseases, and the pathophysiology of neurological disorders such as Parkinson’s disease, Alzheimer's disease, and multiple sclerosis. The course also addresses the molecular and cellular mechanisms of neuroplasticity and the role of the nervous system in cognition, emotion, and learning.

Students will engage in a combination of lectures, discussions, and case studies to link basic neuroscience concepts to clinical applications. They will gain an understanding of how neuroscience informs medical

practice, from diagnostics to treatment strategies for neurological diseases.

Offered: Spring.

Outcomes
1. Describe the fundamental structure and function of the nervous system, including neurons, glia, and neural circuits.
2. Explain the neurobiological mechanisms underlying neural signaling, synaptic transmission, and neuroplasticity.
3. Analyze the biological basis of sensory, motor, and higher cognitive functions within the nervous system.
4. Evaluate neuroanatomical and neurophysiological data to understand normal neural processes and their roles in behavior and cognition.
5. Identify the neural substrates and mechanisms involved in neurological and neuropsychiatric disorders.
6. Apply neurobiological concepts to interpret experimental data from imaging, electrophysiology, and molecular techniques.
7. Design research approaches to investigate neural processes and their implications for health and disease.
8. Communicate complex neurobiological concepts effectively in written and oral formats tailored to scientific and clinical audiences.

MSCI 640 - Pharmacology and Therapeutics (3)

This course provides graduate students with a comprehensive understanding of medical therapeutics, focusing on the principles, mechanisms, and clinical applications of various therapeutic interventions used in modern medicine. Designed for students in the Master of Science in Medical Sciences (MSMS) program, the course covers pharmacology, pharmacokinetics, pharmacodynamics, and the therapeutic use of drugs in treating common and complex diseases.

Key topics include drug classifications, mechanisms of action, drug interactions, side effects, and patient-specific factors that influence therapeutic decisions. Special emphasis is placed on the clinical application of therapeutics in managing cardiovascular, respiratory, infectious, endocrine, neurological, and oncological conditions. The course also explores non-pharmacological therapies, including lifestyle interventions, surgery, and emerging therapies such as gene therapy and biologics.

Students will engage in case-based learning and apply their knowledge to real-world clinical scenarios, enhancing their ability to make informed therapeutic decisions, interpret clinical guidelines, and contribute to patient-centered care.

Offered: Spring.

Outcomes
1. Describe the fundamental principles of pharmacology, including drug absorption, distribution, metabolism, excretion, and mechanisms of action.
2. Explain the pharmacodynamics and pharmacokinetics of major drug classes used in clinical practice.
3. Analyze the molecular and cellular mechanisms underlying drug effects and interactions.
4. Evaluate the therapeutic uses, dosing strategies, and potential adverse effects of key pharmacological agents.
5. Assess the principles of personalized medicine in drug selection and treatment efficacy.
6. Interpret clinical research data and evidence-based guidelines related to pharmacotherapy.
7. Communicate pharmacological concepts and therapeutic strategies effectively to diverse audiences, including healthcare professionals and patients.

MSCI 642 - Epidemiology and Population Health (3)

This course introduces graduate students to the principles and methods of epidemiology and population health, emphasizing their application in medical research, public health, and clinical practice. Designed for students in the Master of Science in Medical Sciences (MSMS) program, the course focuses on the distribution, determinants, and prevention of disease in populations, with an emphasis on evidence-based strategies to improve public health outcomes.

Key topics include study design (e.g., cohort, case-control, cross-sectional), measures of disease frequency and association, bias and confounding, statistical methods in epidemiology, and the role of social, environmental, and behavioral factors in shaping health outcomes. The course also covers the global burden of disease, health equity, health policy, and the application of epidemiologic methods in disease prevention, screening, and intervention programs.

Students will develop the skills needed to critically evaluate scientific literature, design epidemiologic studies,

and apply epidemiological findings to public health and clinical practice. The course also emphasizes the importance of ethical considerations in epidemiologic research and the role of epidemiology in advancing population health.

Offered: Spring.

Outcomes
1. Describe the fundamental principles and methods of epidemiology, including study design, data collection, and analysis techniques.
2. Explain the determinants and distribution of health and disease within populations, including social, environmental, genetic, and behavioral factors.
3. Interpret epidemiological data to identify risk factors, disease trends, and health outcomes.
4. Evaluate the impact of public health interventions and policies on disease prevention and health promotion.
5. Apply epidemiologic methods to investigate disease outbreaks and chronic disease patterns.
6. Assess the role of epidemiology in clinical decision-making and health policy development.
7. Design and conduct basic epidemiological studies to address relevant health issues
8. Communicate epidemiological findings and their implications effectively to both scientific and lay audiences.

MSCI 644 - Medical Genetics and Genomics (3)

This course provides graduate students with a comprehensive understanding of medical genetics and genomics, focusing on the molecular basis of inherited diseases, genetic testing, and the application of genomics in personalized medicine. Designed for students in the Master of Science in Medical Sciences (MSMS) program, the course explores the latest advances in genetics and genomics, including gene structure and function, inheritance patterns, and genetic mutations associated with various disorders.

Key topics include Mendelian genetics, chromosomal abnormalities, genetic counseling, and the role of genomics in disease diagnosis, treatment, and prevention. The course also covers cutting-edge technologies in genomics, such as next-generation sequencing, genome-wide association studies (GWAS), and CRISPR gene editing. Special emphasis is placed on the ethical, legal, and social implications of genetic information, including privacy concerns, genetic discrimination, and the implications of direct-to-consumer genetic testing.

Students will explore how genetic information is applied in clinical settings to improve patient outcomes, from diagnostic testing to therapeutic interventions based on individual genetic profiles. The course also prepares students for careers in genetic counseling, genomic medicine, and biomedical research.

Offered: Spring.

Outcomes
1. Describe the principles of Mendelian and complex inheritance, including gene structure, mutations, and inheritance patterns.
2. Explain the molecular mechanisms underlying genetic and genomic variation and their influence on human health and disease.
3. Analyze the genetic basis of inherited disorders and common complex diseases.
4. Evaluate modern genomic technologies and their applications in diagnostics, personalized medicine, and research.
5. Interpret genetic and genomic data to identify pathogenic variants and understand their clinical significance.
6. Assess ethical, legal, and social implications of genetic testing and genomic information in healthcare.
7. Communicate complex concepts in medical genetics and genomics clearly to both scientific and lay audiences

MSCI 699 - Capstone Project or Thesis in Medical Science (3)

Students complete an independent research project or applied capstone that synthesizes program knowledge. Includes a written thesis or comprehensive project report and an oral defense or presentation.

Offered: Spring.

Outcomes
1. Identify a relevant research or clinical question in medical science and define clear, achievable objectives.
2. Design a methodologically sound research plan or project, including appropriate study design, data collection, and analysis techniques.
3. Conduct comprehensive literature reviews and integrate existing knowledge to support the research hypothesis or project rationale.
4. Collect, manage, and analyze data accurately and ethically, ensuring validity and reliability.
5. Interpret research findings or project outcomes within the context of existing literature and clinical relevance.
6. Discuss limitations, implications, and potential applications of the research or project findings.
7. Communicate results effectively through written reports, scientific papers, or presentations, adhering to professional standards.
8. Demonstrate ethical research practices and professionalism throughout the project process.

NRSG-Nursing (DEMSN)

NRSG 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: NRSG 502, NRSG 506, NRSG 510.

Student Learning Outcomes
Evaluate the role and responsibilities of the nurse as a member of the interprofessional healthcare team. SLO#3 Collaborate with patients, families, and interdisciplinary team members to promote optimum states of health and wellness. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice.
Discuss clinical decision-making processes and their systematic approaches to clinical reasoning and judgement. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient-centered care in all healthcare settings. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice.
Recognize clinical judgment as an integral part of the nurse's scope of practice. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient-centered care in all healthcare settings. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care.
Describe the effect of environment, culture, and lifestyle of the health status of individual, bio-psychosocial-spiritual beings throughout the life cycle. SLO#2 Analyze the impact of social, political, economic, and technological trends on patient health behaviors, nursing practices, and the healthcare delivery system. SLO#3 Collaborate with patients, families, and interdisciplinary team members to promote optimum states of health and wellness.
Evaluate the impact of evidence-based practice guidelines, regulatory standards, and ethical principles on patient care and current healthcare systems. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient-centered care in all healthcare settings. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice. SLO#6 Promote patient and staff safety by utilizing quality improvement processes within complex systems of health care.
Analyze communication tools and strategies to effectively collaborate with interprofessional healthcare team members. SLO#3 Collaborate with patients, families, and interdisciplinary team members to promote optimum states of health and wellness. SLO#6 Promote patient and staff safety by utilizing quality improvement. processes within complex systems of health care. SLO#7 Utilize innovative technologies to enhance communication and access to equitable, holistic health services for individuals, families, and populations.

Examine the impact of health promotion, cultural competence, and therapeutic communication on quality patient-centered care. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient-centered care in all healthcare settings. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care.

NRSG 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: NRSG 501, NRSG 506, NRSG 510.

Student Learning Outcomes
Describe informatics and health care technologies that support health care and nursing practice and improve patient outcomes. SLO#2 Analyze the impact of social, political, economic, and technological trends on patient health behaviors, nursing practices, and the healthcare delivery system. SLO#7 Utilize innovative technologies to enhance communication and access to equitable, holistic health services for individuals, families, and populations.
Analyze current and emerging technologies that are cost effective and optimize health care quality and safety. SLO#2 Analyze the impact of social, political, economic, and technological trends on patient health behaviors, nursing practices, and the healthcare delivery system. SLO#6 Promote patient and staff safety by utilizing quality improvement processes within complex systems of health care. SLO#7 Utilize innovative technologies to enhance communication and access to equitable, holistic health services for individuals, families, and populations.
Promote policies that incorporate ethical principles and legal standards in the use of health and information technologies. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care.
Evaluate the contribution of informatics to clinical decision- making, quality improvement, interprofessional collaboration, and population health. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient-centered care in all healthcare settings. SLO#3 Collaborate with patients, families, and interdisciplinary team members to promote optimum states of health and wellness.
Differentiate nursing roles in the design, selection, implementation, and evaluation of applications of systems in healthcare. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient-centered care in all healthcare settings. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care.
Analyze the legal, ethical, and professional responsibilities regarding the use of healthcare information technologies. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care.

NRSG 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: NRSG 501, NRSG 502, NRSG 510.

Student Learning Outcomes
Use appropriate interviewing skills to obtain a comprehensive health history, including gender, age, ethnicity, sexual, and cultural considerations. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care. SLO#7 Utilize innovative technologies to enhance communication and access to equitable, holistic health services for individuals, families, and populations.
Accurately perform physical assessment | SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient-centered care in all healthcare settings. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice. SLO#6 Promote patient and staff safety by utilizing quality improvement processes within complex systems of health care.
Prioritize focused assessments based on identified patient health needs and developmental stages. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient-centered care in all healthcare settings. SLO#3 Collaborate with patients, families, and interdisciplinary team members to promote optimum states of health and wellness. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice.
Differentiate normal and abnormal findings. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient-centered care in all healthcare settings.
Analyze health-related data to identify real and potential health problems. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient-centered care in all healthcare settings. SLO#3 Collaborate with patients, families, and interdisciplinary team members to promote optimum states of health and wellness.
Effectively communicate health assessment findings in verbal and written formats. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care. SLO#7 Utilize innovative technologies to enhance communication and access to equitable, holistic health services for individuals, families, and populations.

NRSG 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: NRSG 501, NRSG 502, NRSG 506.

Student Learning Outcomes
Demonstrate competency in basic nursing skills. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient-centered care in all healthcare settings. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice.
Exhibit effective communication techniques to ensure patient and staff safety in various healthcare settings. SLO#3 Collaborate with patients, families, and interdisciplinary team members to promote optimum states of health and wellness. SLO#7 Utilize innovative technologies to enhance communication and access to equitable, holistic health services for individuals, families, and populations.
Use a clinical decision-making process to make clinical judgements for patients and families with fundamental healthcare needs. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient-centered care in all healthcare settings. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice.
Engage in active partnerships with patients, families, and members of the healthcare team to provide culturally sensitive, patient-centered care. SLO#3 Collaborate with patients, families, and interdisciplinary team members to promote optimum states of health and wellness. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care.
Utilize information technology to enhance personal development of nursing knowledge and skills. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient-centered care in all healthcare settings. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice.
Demonstrate professional behaviors in all educational settings. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care.

NRSG 520 - The Nurse Educator (3)

This course examines the multidimensional role of the nurse educator within academic and clinical learning environments. Emphasis is place on adult learning theory, learner diversity, and the ethical, legal, and economical factors influencing nursing education. Students will explore pedagogical and andragogical approaches, develop a personal teaching philosophy, and begin transitioning into the educator role through guided observation and

reflective practice experiences.

Prerequisite: Current RN License in the state of ND. Eligibility Criteria. Offered: Fall, Spring, Summer.

Outcomes
Define the multi-dimensional role of a nurse educator. (PO 2, PO 6).
Explore pedagogical and andragogical learning theories. (PO 1, PO 3, PO 6)
Discuss the unique characteristics and challenges of adult learners. (PO 1, PO 3, PO 6)
Design specialized learning experiences for diverse populations. (PO 1)
Analyze the ethical, legal, and economic factors influencing nursing education. (PO 3, PO 6)
Develop a teaching philosophy. (PO 2)
Observe and reflect on a clinical experience as a nurse educator. (PO 2, PO 3,

NRSG 525 - Curriculum Development and Assessment in Nursing Education (4 (3 credits theory, 1 credit practicum))

This course focuses on the systematic design, implementation, and evaluation of nursing curricula to support student learning outcomes and program effectiveness. Students examine contemporary learning theories, and instructional strategies across classroom, online, simulation, and clinical settings. Emphasis is placed on outcomes- based education, assessment alignment, accreditation standards and continuous quality improvement. A supervised practicum experience allows students to apply curriculum design and teaching strategies in an academic or clinical education setting.

Offered: Fall, Spring, Summer.

Outcomes
Explore the history of nursing education and the impact on current program development.
Discover instructional strategies for traditional, online, clinical and simulation learning.
Develop a nursing course with measurable learning objectives aligned to Bloom's Taxonomy.
Use Understanding by Design (UbD) to plan course lessons.
Design a course syllabus that includes teaching and assessment strategies for evidence-based learning.
Discuss tiered learning for undergraduate and graduate students.
Review strategic planning process for program evaluation and accreditation.
Plan and teach a nursing education lesson that aligns objectives, assessments, and learning activities.

NRSG 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: NRSG 501, NRSG 502, NRSG 506, NRSG 510. Corequisite: NRSG 531, NRSG 532.

Student Learning Outcomes
Critically appraise quantitative and qualitative research to inform clinical judgement and current best practices. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient centered care in all healthcare settings. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice.
Formulate clinical questions to address qualitative improvement and safety issues. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient centered care in all healthcare settings. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice. SLO#6 Promote patient and staff safety by utilizing quality improvement processes within complex systems of health care.
Use a systematic search process to identify research evidence to answer clinical questions. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient centered care in all healthcare settings. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice.
Evaluate mechanisms for the dissemination and integration of current best practices for quality improvement, patient safety and enhanced population health outcomes. SLO#3 Collaborate with patients, families, and interdisciplinary team members to promote optimum states of health and wellness. SLO#6 Promote patient and staff safety by utilizing quality improvement processes within complex systems of health care. SLO#7 Utilize innovative technologies to enhance communication and access to equitable, holistic health services for individuals, families, and populations.
Discuss leadership models used to guide and sustain a culture of evidence-based practice. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient centered care in all healthcare settings. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care. SLO#6 Promote patient and staff safety by utilizing quality improvement processes within complex systems of health care.
Examine legal, ethical, and cultural considerations in research and evidence-based practice, and the integration of these into patient care. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care.

NRSG 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 NRSG courses. Corequisite: NRSG 530, NRSG 532.

Student Learning Outcomes
Demonstrate nursing skills to meet the healthcare needs of diverse patients throughout the life cycle. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient centered care in all healthcare settings. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice.
Apply theoretical knowledge and experience to formulate clinical judgements and provide safe, quality care to patients experiencing select health conditions. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient centered care in all healthcare settings. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice. SLO#6 Promote patient and staff safety by utilizing quality improvement processes within complex systems of health care.
Assess for environmental, cultural, and lifestyle influences on the health status of bio-psychosocial spiritual beings throughout the life cycle. SLO#2 Analyze the impact of social, political, economic, and technological trends on patient health behaviors, nursing practices, and the healthcare delivery system. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice.
Collaborate with patients, families, and members of the healthcare team to prevent, support, and restore optimum states of health and wellness for patients throughout the continuum of care. SLO#3 Collaborate with patients, families, and interdisciplinary team members to promote optimum states of health and wellness. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care. SLO#7 Utilize innovative technologies to enhance communication and access to equitable, holistic health services for individuals, families, and populations.
Use current evidence and technologies to implement culturally sensitive, patient-centered nursing care in a variety of healthcare settings. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient centered care in all healthcare settings. SLO#7 Utilize innovative technologies to enhance communication and access to equitable, holistic health services for individuals, families, and populations.
Demonstrate advocacy for patient rights and maintenance of patient safety. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient centered care in all healthcare settings. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care. SLO#7 Utilize innovative technologies to enhance communication and access to equitable, holistic health services for individuals, families, and populations.

NRSG 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: NRSG 501, NRSG 502, NRSG 506, NRSG 510. Corequisite: NRSG 530, NRSG 531. Offered: Fall, Spring, Summer.

Student Learning Outcomes
Use theoretical knowledge and experience to formulate sound clinical judgements in the care of patients and families experience the childbearing cycle. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient centered care in all healthcare settings. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice.
Collaborate with members of the interdisciplinary healthcare team to provide safe family-centered care. SLO#3 Collaborate with patients, families, and interdisciplinary team members to promote optimum states of health and wellness. SLO#6 Promote patient and staff safety by utilizing quality improvement processes within complex systems of health care. SLO#7 Utilize innovative technologies to enhance communication and access to equitable, holistic health services for individuals, families, and populations.
Apply current evidence and innovative technologies to prevent, support, and restore optimum states of health and wellness for the childbearing family. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient centered care in all healthcare settings. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice. SLO#7 Utilize innovative technologies to enhance communication and access to equitable, holistic health services for individuals, families, and populations.
Evaluate the influence of family dynamics, culture, and society on the health status of patients and families experience the childbearing cycle. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient centered care in all healthcare settings. SLO#2 Analyze the impact of social, political, economic, and technological trends on patient health behaviors, nursing practices, and the healthcare delivery system.
Demonstrate professionalism, leadership, and advocacy in the delivery of quality nursing care for the childbearing family. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care. SLO#6 Promote patient and staff safety by utilizing quality improvement processes within complex systems of health care.

NRSG 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 NRSG courses. Corequisite: NRSG 534, NRSG 535.

Student Learning Outcomes
Exhibit nursing skills and behaviors essential to meet the healthcare needs of diverse patients throughout the life cycle. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient centered care in all healthcare settings. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice.
Apply theoretical knowledge and experience to formulate clinical judgements and provide safe, quality care to diverse patients. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient centered care in all healthcare settings. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice. SLO#6 Promote patient and staff safety by utilizing quality improvement processes within complex systems of health care.
Incorporate knowledge of the developmental patterns and cultural variations of patients and families in multiple environments as they relate to the various stages of health and illness. SLO#2 Analyze the impact of social, political, economic, and technological trends on patient health behaviors, nursing practices, and the healthcare delivery system. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice.
Collaborate with patients, families, and members of the healthcare team to prevent, support, and restore optimum states of health and wellness for patients throughout the continuum of care. SLO#3 Collaborate with patients, families, and interdisciplinary team members to promote optimum states of health and wellness. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care. SLO#7 Utilize innovative technologies to enhance communication and access to equitable, holistic health services for individuals, families, and populations.
Utilize best evidence, theoretical knowledge, and patient preferences to plan care for patients of varied developmental stages and cultures. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient centered care in all healthcare settings. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care.
Demonstrate professional behaviors and leadership skills when providing care and collaborating with patients, families, and members of the interdisciplinary healthcare team. SLO#3 Collaborate with patients, families, and interdisciplinary team members to promote optimum states of health and wellness. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care.

NRSG 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 NRSG courses. Corequisite: NRSG 533, NRSG 535.

Student Learning Outcomes
Evaluate the bio-psychosocial-spiritual health status of patients who have mental health problems. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient centered care in all healthcare settings. SLO#2 Analyze the impact of social, political, economic, and technological trends on patient health behaviors, nursing practices, and the healthcare delivery system. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice.
Apply therapeutic and professional communication techniques in the care of patients with psychiatric conditions. SLO#3 Collaborate with patients, families, and interdisciplinary team members to promote optimum states of health and wellness. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice. SLO#7 Utilize innovative technologies to enhance communication and access to equitable, holistic health services for individuals, families, and populations.
Articulate roles of interdisciplinary team members, patients, and families in the provision of mental health and wellness care across all settings. SLO#3 Collaborate with patients, families, and interdisciplinary team members to promote optimum states of health and wellness. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care.
Analyze how the mental health and illness spectrum is influences by internal and external stressors. SLO#2 Analyze the impact of social, political, economic, and technological trends on patient health behaviors, nursing practices, and the healthcare delivery system. SLO#3 Collaborate with patients, families, and interdisciplinary team members to promote optimum states of health and wellness.
Apply a clinical decision-making process to formulate sound clinical judgements in the care of patients across the lifespan with select psychiatric and behavioral health issues. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient centered care in all healthcare settings. SLO#3 Collaborate with patients, families, and interdisciplinary team members to promote optimum states of health and wellness. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care.
Evaluate pharmacologic treatments of selected psychiatric disorders and the nurse's role in medication administration and monitoring. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient centered care in all healthcare settings. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice. SLO#6 Promote patient and staff safety by utilizing quality improvement processes within complex systems of health care.
Demonstrate professionalism, leadership and advocacy when providing care to psychiatric patients and their families. SLO#3 Collaborate with patients, families, and interdisciplinary team members to promote optimum states of health and wellness. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care.

NRSG 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 NRSG courses. Corequisite: NRSG 533, NRSG 534.

Student Learning Outcomes
Evaluate the impact of culture, economics, technology and social justice on politics and health care policy making, implementation, and enforcement. SLO#2 Analyze the impact of social, political, economic, and technological trends on patient health behaviors, nursing practices, and the healthcare delivery system. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice.
Examine contemporary issues of health and social policy. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient centered care in all healthcare settings. SLO#2 Analyze the impact of social, political, economic, and technological trends on patient health behaviors, nursing practices, and the healthcare delivery system.
Discuss strategies for healthcare professionals, professional associations, and communities to transform healthcare systems through politics and policymaking. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient centered care in all healthcare settings. SLO#3 Collaborate with patients, families, and interdisciplinary team members to promote optimum states of health and wellness. SLO#7 Utilize innovative technologies to enhance communication and access to equitable, holistic health services for individuals, families, and populations.
Utilize economic, finance, and social determinants of health concepts and frameworks to evaluate current health policies for local national, and global communities. SLO#2 Analyze the impact of social, political, economic, and technological trends on patient health behaviors, nursing practices, and the healthcare delivery system. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice.
Describe the relationship between healthcare policy and nursing research, care quality and access and health outcomes. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient centered care in all healthcare settings. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice. SLO#6 Promote patient and staff safety by utilizing quality improvement processes within complex systems of health care.
Explore the role of the nurse as leader, politician, and advocate for effective health policy and practices. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care.

NRSG 540 - Clinical Supervision and Evaluation (5 (3 theory, 2 credits practicum))

This course prepares nurse educators to facilitate and evaluate student learning in classroom, simulation, and practice-based environments. Emphasis is placed on clinical supervision models, competency-based assessment, high-impact feedback, and the use of performance data to support student development. Students design and implement immersive learning experiences and apply evidence-based observation and evaluation tools during an extended supervised practicum focuses on clinical or simulation teaching and assessment.

Offered: Fall, Spring, Summer.

Outcomes
Recognize the complex relationship between students and supervisors.
Discuss effective supervision models for clinical and simulation learning.
Apply evidence-based debriefing and feedback practices to facilitate student reflection and professional growth.
Use performance data to individualize student feedback and targeted learning goals.
Explore data collection tools for evidence-based observation feedback.
Design immersive experiences that reflect real world nursing practice.
Create a comprehensive simulation plan that includes learning objectives, evidence-based scenarios, pre-briefing, and structured debriefing guides.
Implement and evaluate a student observation and performance evaluation protocol within a supervised practicum experience.

NRSG 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: NRSG 545. Offered: Fall, Spring, Summer.

Student Learning Outcomes
Synthesize knowledge and skills from previous experiences and courses to manage nursing care for patients exhibiting complex health needs of the cardiovascular and/or neurological system. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient centered care in all healthcare settings. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice.
Apply sound clinical judgement to the provision of quality care for diverse patients during critical healthcare situations. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient centered care in all healthcare settings. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice. SLO#6 Promote patient and staff safety by utilizing quality improvement processes within complex systems of health care.
Incorporate knowledge of developmental patterns and cultural variations when providing care to patients and families throughout the life cycle. SLO#2 Analyze the impact of social, political, economic, and technological trends on patient health behaviors, nursing practices, and the healthcare delivery system. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice.
Collaborate with patients, families, and members of the healthcare team to promote, maintain, and restore optimum states of health and wellness throughout the continuum of care. SLO#3 Collaborate with patients, families, and interdisciplinary team members to promote optimum states of health and wellness. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care.
Use evidence-based guidelines and innovative technologies to promote patient and safe safety within complex healthcare systems. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient centered care in all healthcare settings. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care. SLO#7 Utilize innovative technologies to enhance communication and access to equitable, holistic health services for individuals, families, and populations.
Demonstrate professional accountability and advocacy when managing patient care. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care.

NRSG 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 NRSG courses. Corequisite: NRSG 544, NRSG 602.

Student Learning Outcomes
Differentiate community-based health and public health nursing including history, roles, and responsibilities. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care.
Evaluate the impact of political, legal, social, cultural, and economic factors that influence the delivery of quality health care within community settings. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient centered care in all healthcare settings. SLO#2 Analyze the impact of social, political, economic, and technological trends on patient health behaviors, nursing practices, and the healthcare delivery system. SLO#3 Collaborate with patients, families, and interdisciplinary team members to promote optimum states of health and wellness.
Demonstrate clinical judgement in the integration of evidence-based strategies that meet the unique needs of various populations within community based healthcare settings. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient centered care in all healthcare settings. SLO#3 Collaborate with patients, families, and interdisciplinary team members to promote optimum states of health and wellness. SLO#6 Promote patient and staff safety by utilizing quality improvement processes within complex systems of health care.
Apply current evidence and innovative technologies to promote public health, reduce community risks, and prevent disease and illness. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient centered care in all healthcare settings. SLO#7 Utilize innovative technologies to enhance communication and access to equitable, holistic health services for individuals, families, and populations.
Examine core concepts of epidemiology, communicable disease control, environmental health, and global health issues. SLO#2 Analyze the impact of social, political, economic, and technological trends on patient health behaviors, nursing practices, and the healthcare delivery system. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice.
Analyze issues related to health disparities and barriers with attention to diverse and vulnerable populations. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient centered care in all healthcare settings. SLO#2 Analyze the impact of social, political, economic, and technological trends on patient health behaviors, nursing practices, and the healthcare delivery system.
Discuss legal, ethical, and professional standards when promoting and maintaining population health. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care.

NRSG 590 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

NRSG 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 NRSG courses. Corequisite: NRSG 544, NRSG 545.

Student Learning Outcomes
Analyze established and evolving organizational structures and the external and internal forces that impact them. SLO#2 Analyze the impact of social, political, economic, and technological trends on patient health behaviors, nursing practices, and the healthcare delivery system. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice.
Describe the integration of nursing and non nursing departments into the organizational structure of a healthcare system. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice.
Examine selected models of leadership and management theory used within organizations. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care.
Differentiate organizational sources of conflict and strategies for conflict management. SLO#2 Analyze the impact of social, political, economic, and technological trends on patient health behaviors, nursing practices, and the healthcare delivery system. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care.
Examine workplace issues related to employee satisfaction, power and politics, and diversity and inclusion in the workplace. SLO#2 Analyze the impact of social, political, economic, and technological trends on patient health behaviors, nursing practices, and the healthcare delivery system. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care. SLO#6 Promote patient and staff safety by utilizing quality improvement processes within complex systems of health care.
Apply ethical models of leadership to healthcare organizations. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care.
Relate the dynamics of organization, leadership, and management to the role of the nurse leader. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care.

NRSG 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 NRSG courses. Corequisite: NRSG 697; NRSG 696; NRSG 698.

NRSG 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 NRSG courses. Corequisite: NRSG 697, NRSG 698; NRSG 606.

Student Learning Outcomes
Synthesize knowledge of pathophysiological principles affecting disease progression for diverse patients across the lifespan. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient centered care in all healthcare settings. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice.
Apply a clinical decision-making approach to the collection, synthesis, and communication of health data gathered. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient centered care in all healthcare settings. SLO#3 Collaborate with patients, families, and interdisciplinary team members to promote optimum states of health and wellness. SLO#7 Utilize innovative technologies to enhance communication and access to equitable, holistic health services for individuals, families, and populations.
Analyze patient data to identify health-related factors, patterns for a risk profile, and altered health conditions. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient centered care in all healthcare settings. SLO#2 Analyze the impact of social, political, economic, and technological trends on patient health behaviors, nursing practices, and the healthcare delivery system. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice.
Correlate appropriate pharmacological agents with physical assessment findings and selected disease states. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient centered care in all healthcare settings. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice.
Anticipate assessment findings and clinical outcomes for specific drug therapies. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient centered care in all healthcare settings.
Use current evidence and innovative technologies to improve collaborative approaches for quality patient care and effective drug therapy. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient centered care in all healthcare settings. SLO#6 Promote patient and staff safety by utilizing quality improvement processes within complex systems of health care. SLO#7 Utilize innovative technologies to enhance communication and access to equitable, holistic health services for individuals, families, and populations.

NRSG 690 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

NRSG 695 - Independent Study (1-4)

This course provides students with the opportunity to work one-on-one with a faculty member on a particular research topic or creative project.

Offered: By arrangement.

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.

Student Learning Outcomes
Evaluate knowledge, skills, and attitudes required for successful leadership and management roles. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care.
Discuss the legal, ethical, regulatory, and professional standards that impact healthcare administration. SLO#2 Analyze the impact of social, political, economic, and technological trends on patient health behaviors, nursing practices, and the healthcare delivery system. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care.
Explore the professional nurse's role and responsibilities related to the business of health care and stewardship of organizational resources. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care.
Formulate strategies to promote quality, cost effective healthcare in safe environments. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient centered care in all healthcare settings. SLO#6 Promote patient and staff safety by utilizing quality improvement processes within complex systems of health care. SLO#7 Utilize innovative technologies to enhance communication and access to equitable, holistic health services for individuals, families, and populations.
Analyze the impact of technology and quality initiatives on the business of health care. SLO#2 Analyze the impact of social, political, economic, and technological trends on patient health behaviors, nursing practices, and the healthcare delivery system. SLO#6 Promote patient and staff safety by utilizing quality improvement processes within complex systems of health care. SLO#7 Utilize innovative technologies to enhance communication and access to equitable, holistic health services for individuals, families, and populations.
Evaluate the role of care coordination and case management in the use of health care resources. SLO#3 Collaborate with patients, families, and interdisciplinary team members to promote optimum states of health and wellness. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice.
Observe administrative and management competencies at various levels of healthcare and nursing leadership. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care.

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.

Student Learning Outcomes
Apply current evidence and clinical judgement skills to manage care for diverse patients in various healthcare settings, across the life span and continuum of care. SLO#1 Apply current evidence and sound clinical judgement in the provision of compassionate, patient centered care in all healthcare settings. SLO#2 Analyze the impact of social, political, economic, and technological trends on patient health behaviors, nursing practices, and the healthcare delivery system. SLO#4 Synthesize concepts from nursing practice and other disciplines to form the foundation of professional nursing practice.
Demonstrate effective communication and collaboration techniques to promote patient and staff safety and optimum states of health and wellness. SLO#3 Collaborate with patients, families, and interdisciplinary team members to promote optimum states of health and wellness. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care. SLO#7 Utilize innovative technologies to enhance communication and access to equitable, holistic health services for individuals, families, and populations.
Integrate the process of quality improvement within complex systems of health care. SLO#6 Promote patient and staff safety by utilizing quality improvement processes within complex systems of health care.
Utilize informatics and technologies to improve access to cost effective care that optimizes quality, safety, and health outcomes. SLO#2 Analyze the impact of social, political, economic, and technological trends on patient health behaviors, nursing practices, and the healthcare delivery system. SLO#6 Promote patient and staff safety by utilizing quality improvement processes within complex systems of health care. SLO#7 Utilize innovative technologies to enhance communication and access to equitable, holistic health services for individuals, families, and populations.
Synthesize nursing knowledge and skills to enhance role development as care giver, interprofessional collaborator, patient educator, and leader. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care.
Demonstrate professionalism, leadership, and cultural humility when providing care to patients, families, and communities. SLO#5 Demonstrate leadership, accountability, and cultural humility when managing care for diverse patients across the lifespan and continuum of care.

PATH - Pathology

PATH 501 - Integrated Anatomy, Pathology, and Embryology (6)

The first course in a two-course sequence consisting of a systems based approach to the study of human anatomy utilizing cadaver dissection, correlating gross and microscopic anatomy with associated pathologies and embryology. Includes lecture and laboratory.

Prerequisite: Matriculated Pathologists' Assistant Student.
Offered: Spring.

Outcomes

1) Describe the gross anatomy of major human organ systems, including the nervous, cardiovascular, respiratory, musculoskeletal, and digestive systems, with an emphasis on their functional roles.
2) Explain the relationship between anatomical structures and their physiological functions, emphasizing how anatomical changes can lead to dysfunction or disease.
3) Define key pathological concepts including inflammation, neoplasia, degeneration, and metabolic disorders, and understand how they relate to anatomical structures.
4) Analyze the relationship between anatomical abnormalities and disease manifestations, identifying how structural changes contribute to pathological processes.
5) Describe the cellular and molecular mechanisms of disease such as apoptosis, necrosis, and fibrosis, and understand how these processes affect organ function.
6) Examine the pathology of common congenital disorders, correlating anatomical defects with embryological disruption and genetic factors.
7) List the stages of human embryonic development from fertilization to organogenesis, and identify key milestones in development.
8) Describe the fundamental processes of cell differentiation and morphogenesis during early human development.
9) Recite the formation and function of the primary germ layers (ectoderm, mesoderm, and endoderm) and their role in organ development.
10) Integrate anatomical, pathological, and embryological perspectives to understand complex disease processes, such as congenital malformations, cancer, and degenerative diseases.
11) Discuss the causes and effects of developmental disorders, including genetic and environmental factors, and their impact on embryonic development and anatomical structures.
12) Identify common congenital anomalies, correlating them with disruptions in normal embryological development and their pathological consequences.
13) Examine the role of teratogens and other environmental factors in the development of birth defects and understand how these factors disrupt normal developmental processes.
14) Analyze the clinical significance of early prenatal screening in detecting developmental abnormalities, and understand how this integrates with anatomical and pathological findings.
15) Identify the key molecular signaling pathways (e.g., Wnt, Notch, Hedgehog) involved in embryonic development and their relevance to pathologies.

PATH 502 - Integrated Anatomy Pathology and Embryology II (6)

This is the second course in a two-course sequence consisting of a systems based approach to the study of human anatomy utilizing cadaver dissection, correlating gross and microscopic anatomy with associated pathologies and embryology. Includes lecture and laboratory.

Prerequisite: PATH 501 Integrated Anatomy, Pathology, and Embryology I. Offered: Summer.

Outcomes
1. Describe the gross anatomy of major human organ systems, including the nervous, cardiovascular, respiratory, musculoskeletal, and digestive systems, with an emphasis on their functional roles.
2. Explain the relationship between anatomical structures and their physiological functions, emphasizing how anatomical changes can lead to dysfunction or disease.
3. Define key pathological concepts including inflammation, neoplasia, degeneration, and metabolic disorders, and understand how they relate to anatomical structures.
4. Analyze the relationship between anatomical abnormalities and disease manifestations, identifying how structural changes contribute to pathological processes.
5. Describe the cellular and molecular mechanisms of disease such as apoptosis, necrosis, and fibrosis, and understand how these processes affect organ function.
6. Examine the pathology of common congenital disorders, correlating anatomical defects with embryological disruption and genetic factors.
7. List the stages of human embryonic development from fertilization to organogenesis, and identify key milestones in development.
8. Describe the fundamental processes of cell differentiation and morphogenesis during early human development.
9. Recite the formation and function of the primary germ layers (ectoderm, mesoderm, and endoderm) and their role in organ development.
10. Integrate anatomical, pathological, and embryological perspectives to understand complex disease processes, such as congenital malformations, cancer, and degenerative diseases.
11. Discuss the causes and effects of developmental disorders, including genetic and environmental factors, and their impact on embryonic development and anatomical structures.
12. Identify common congenital anomalies, correlating them with disruptions in normal embryological development and their pathological consequences.
13. Examine the role of teratogens and other environmental factors in the development of birth defects and understand how these factors disrupt normal developmental processes.
14. Analyze the clinical significance of early prenatal screening in detecting developmental abnormalities, and understand how this integrates with anatomical and pathological findings.
15. Identify the key molecular signaling pathways (e.g., Wnt, Notch, Hedgehog) involved in embryonic development and their relevance to pathologies.

PATH 514 - Procedures Laboratory I (2)

The first course in a comprehensive year-long sequence covering laboratory safety requirements, frozen section procedure skills, grossing techniques and procedures, and autopsy techniques. This laboratory course correlates with the Anatomical Pathology Techniques I course.

Prerequisite: Matriculation in the Pathologists' Assistant program. Corequisite: PATH 521 Anatomical Pathology Techniques I. Offered: Spring.

Outcomes
1. Complete a frozen section procedure within 7 minutes from receipt of specimen to hand-off of diagnostic slide.
2. Recite basic laboratory safety procedures and regulations.
3. Perform common grossing procedures for surgical specimens.
4. Select appropriate additional testing (e.g. immunohistochemistry, stains, etc.) for cited pathologies.
5. Discuss the sequence of actions in an autopsy procedure.
6. Recognize common pathology based on gross characteristics and organ system.

PATH 515 - Procedures Laboratory II (2)

The second course in a comprehensive year-long sequence covering laboratory safety requirements, frozen section procedure skills, grossing techniques and procedures, and autopsy techniques. This laboratory course correlates with the Anatomical Pathology Techniques II course.

Prerequisite: Matriculation in the Pathologists' Assistant program. Corequisite: Anatomical Pathology Techniques II. Offered: Summer.

Outcomes
1. Complete a frozen section procedure within 7 minutes from receipt of specimen to hand-off of diagnostic slide.
2. Recite basic laboratory safety procedures and regulations.
3. Perform common grossing procedures for surgical specimens.
4. Select appropriate additional testing (e.g. immunohistochemistry, stains, etc.) for cited pathologies.
5. Discuss the sequence of actions in an autopsy procedure.
6. Recognize common pathology based on gross characteristics and organ system.

PATH 516 - Procedures Laboratory III (2)

The third course in a comprehensive year-long sequence covering laboratory safety requirements, frozen section procedure skills, grossing techniques and procedures, and autopsy techniques. This course culminates in a practical examination. A passing score on the examination is required to progress to the clinical year.

Prerequisite: PATH 515 Procedures Laboratory II. Offered: Fall.

Outcomes
1. Complete a frozen section procedure within 7 minutes from receipt of specimen to hand-off of diagnostic slide.
2. Recite basic laboratory safety procedures and regulations.
3. Perform common grossing procedures for surgical specimens.
4. Select appropriate additional testing (e.g. immunohistochemistry, stains, etc.) for cited pathologies.
5. Discuss the sequence of actions in an autopsy procedure.
6. Recognize common pathology based on gross characteristics and organ system.

PATH 521 - Anatomical Pathology Techniques I (3)

This is the first course in a two-course comprehensive sequence covering surgical and autopsy pathology techniques, with incorporation of histology, biomedical photography, and medical terminology, including clinical and pathologic correlations. Lectures are enhanced by Gross Room and histology rotations.

Prerequisite: Matriculation into the Pathologists' Assistant Program. Corequisite: PATH 514 Procedures Laboratory I. Offered: Spring.

Outcomes
1. Comprehend basic histological techniques and procedures, with the ability to apply the techniques to clinical situations.
2. Recognize normal gross and microscopic anatomy including the histologic morphology and functions.
3. Relate and employ appropriate techniques to the pathology presented in a surgical or autopsy specimen.
4. Correlate and integrate other clinical findings (clinical history, radiological procedures and findings, clinical laboratory results, etc) to the dissection, dictation, and selection of tissue for submission and ordering of special testing as appropriate, integrating appropriate medical terminology.
5. Recognize and name organ specific gross pathology.
6. Correlate proper biomedical photography techniques to the pathology presented.
7. Select the appropriate histologic techniques and recite biomarkers for surgical specimens presented.

PATH 522 - Anatomical Pathology Techniques II (3)

This is the second course in a two-course comprehensive sequence covering surgical and autopsy pathology techniques, with the incorporation of histology, biomedical photography, and medical terminology, including clinical and pathologic correlations. Lectures are enhanced by Gross Room and histology rotations.

Prerequisite: PATH 521 Anatomical Pathology Techniques I. Corequisite: PATH 515 Procedures Laboratory II. Offered: Summer.

Outcomes
1. Comprehend basic histological techniques and procedure, with the ability to apply the techniques to clinical situations.
2. Recognize normal gross and microscopic anatomy including the histologic morphology and functions.
3. Relate and employ appropriate techniques to the pathology presented in a surgical or autopsy specimen.
4. Correlate and integrate other clinical findings (clinical history, radiological procedures and findings, clinical laboratory results, etc) to the dissection, dictation, and selection of tissue for submission and ordering of special testing as appropriate, integrating appropriate medical terminology.
5. Recognize and name organ specific gross pathology.
6. Correlate proper biomedical photography techniques to the pathology presented.
7. Select the appropriate histologic techniques and recite biomarkers for surgical specimens presented.

PATH 555 - Clinical Immunology and Microbiology (3)

An exploration of the immune system and microbial world, emphasizing the interplay between host defense mechanisms and pathogens. Topics include elements of the immune system, signaling pathways, pathogen recognition, the immune system and cancer, as well as microbial pathogenesis, virology, parasitology, mycology,, and emerging infectious diseases.

Offered: Fall.

Outcomes
1) Compare and contrast the differences and shared characteristics of the innate and adaptive immune systems.
2) Name the main cells of the immune system and identify where the cells originate.
3) Define primary and secondary lymphoid organs.
4) Define the functions of the phagocytic cells.
5) Describe the activation events of the adaptive immune system.
6) Describe the three functions of the complement system.
7) Name 4 mechanisms of complement system regulation.
8) Define complement deficiencies and how they relate to clinical disease.
9) Define the role of memory B cells and memory T cells.
10) Describe different mechanisms of vaccine development.
11) Contrast the systemic immune system with the intestinal immune system.
12) Describe the control systems and cell-type classification in cancer.
13) Describe the role of cytotoxic T-lymphocytes in the body's ability to fight cancer.
14) Describe the route of pathogenesis in common bacteria, viruses, and parasites.
15) Compare and contrast gram negative and gram positive bacterial cells.

PATH 560 - Clinical Pathology (3)

An overview of clinical pathology relating clinical laboratory testing to disease processes.

Offered: Fall.

Outcomes
1. Identify normal and abnormal test results.
2. Compile a set of differential diagnoses based on laboratory results.
3. Explain the purposes of different types of imaging.
4. Use proper descriptive terms for various increases and decreases in test results, e,g, leukocytosis, glucosuria (glycosuria), pancytopenia.
5. Utilizing laboratory test results, indicate the disease process that is most likely occurring when tests are abnormal (out of range).
6. Distinguish between the different types of anemias.
7. Describe the process for determining ABO and Rh typing.
8. Distinguish between the different types of leukemias.

PATH 565 - Clinical Laboratory Management (3)

An overview of laboratory management, focusing on management projects, to provide opportunities to apply management theories and principles. Incorporation of the ASCP Leadership Institute modules will provide students a recognized certificate upon completion.

Offered: Fall.

Outcomes
1. Apply basic management concepts, functions and styles.
2. Identify the roles and skills associated with being a good manager.
3. Discuss leadership communications and decision making in the laboratory setting.
4. Discuss human resources management in the laboratory.
5. Identify features of Laboratory Information Systems (LIS) and describe the selection process.
6. Explain the management of financial resources.
7. Apply management principles to regulations and laboratory safety.
8. Explain the features of quality assurance and quality control systems and apply management principles.
9. Explain critical pathways and clinical decision processes.

PATH 574 - Pathophysiology (3)

This course explores the cellular and systemic pathophysiology across major organ systems, including cardiovascular, respiratory, renal, neurological., endocrine, gastrointestinal, musculoskeletal, and genital urinary systems., investigating the pathogenesis, and clinical manifestations of diseases.

Prerequisite: A foundational knowledge of human anatomy, physiology, and biochemistry is recommended. Offered: Summer.

Outcomes
1. Analyze and explain the complex mechanisms underlying common and rare disease processes at the cellular, tissue, and organ levels.
2. Evaluate the intersection between genetic, environmental, and lifestyle factors in the development and progression of various pathophysiological conditions.
3. Apply pathophysiological principles to real world case studies to enhance critical thinking and clinical reasoning.
4. Explain the role of inflammation, immune response, and repair mechanisms in disease progression and resolution.
5. Collaborate effectively in discussions and presentations that require the application of pathophysiological knowledge to complex clinical scenarios.
6. Formulate and defend clinical hypotheses based on an understanding of pathophysiological principles and current evidence.

PATH 578 - Human Microanatomy (3)

This course provides a comprehensive overview of the microscopic structure and organization of human tissues and organs in the normal state, comparing the histopathologic changes in common disease states.

Prerequisite: PATH 501/502 Integrated Anatomy, Pathology, and Embryology. Offered: Fall.

Outcomes
1. Identify and describe the structural characteristics of cell types and tissues microscopically, with associated common abnormalities and malignancies.
2. Correlate molecular biomarkers with histologically recognized malignancies.
3. Develop and demonstrate a basic proficiency in using histological techniques and interpreting microscopic images.
4. Recall and integrate the processes of tissue development, repair, and pathology at the microscopic level.

PATH 585 - Independent Study (1-4)

This course provides students with the opportunity to work one-on-one with a faculty member on a particular research

topic or creative project.

Offered: By arrangement.

PATH 590 - Special Topics (1-3)

This course addresses various disciplinary topics.

Offered: As available.

PATH 591 - Disease Mechanisms I (3)

The first course in a two-semester sequence that covers the fundamental mechanisms of disease, providing an in-depth understanding of the pathophysiological basis of human disease including cellular and molecular pathology, mechanisms of inflammation, immunopathology, and major systemic disorders.

Prerequisite: Pathologists' Assistant Student. Offered: Summer.

Outcomes
1. Describe the cellular and molecular mechanisms that underlie disease processes.
2. Analyze the pathologic pathways of inflammation and tissue repair.
3. Investigate and analyze immune deficiency disorders, including hypersensitivity, autoimmunity, and immunodeficiency.
4. Recall the mechanisms of neoplasia, environmental and genetic contributions to disease, and the characteristics normal vs. pathology of organ systems.

PATH 592 - Disease Mechanisms II (3)

The second course in a two-semester sequence that covers the fundamental mechanisms of disease, providing an in-depth understanding of the pathophysiological basis of human disease including cellular and molecular pathology, mechanisms of inflammation, immunopathology, and major systemic disorders.

Prerequisite: PATH 591 Disease Mechanisms I. Offered: Fall.

Outcomes
1. Describe the cellular and molecular mechanisms that underlie disease processes.
2. Analyze the pathologic pathways of inflammation and tissue repair.
3. Investigate and analyze immune deficiency disorders, including hypersensitivity, autoimmunity, and immunodeficiency.
4. Recall the mechanisms of neoplasia, environmental and genetic contributions to disease, and the characteristics normal vs pathology of organ systems.

PATH 593 - Pathology Review I (2)

Specific to the clinical year of the Pathologist Assistant Program, a review and assessment of pathologic concepts and techniques from the didactic year, integrating information to apply to clinical situations. Testing conditions will simulate the content and format of the national certification exam to prepare students for that environment. Presentations and assignments are to replicate those given in a classroom lecture teaching situation.

Prerequisite: Successful completion of the didactic year of the Pathologists' Assistant program, entrance into the clinical year. Offered: Spring.

Outcomes
1) Recall and recite pertinent information for application to clinical situations and the national ASCP certification exam.
2) Prepare and deliver a professional-level lecture according to the stated parameters.
3) Collaborate with clinical preceptors and pathologists to research presentation case.

PATH 594 - Pathology Review II (2)

Specific to the clinical year of the Pathologist Assistant Program, a continuation of the review and assessment of pathologic concepts and techniques from the didactic year, integrating information to apply to clinical situations. Testing conditions will simulate the content and format of the national certification exam to prepare students for that environment. Presentations and assignments are to replicate those given in a classroom lecture teaching situation.

Prerequisite: PATH 593 Pathology Review I. Offered: Summer.

Outcomes
1) Recall and recite pertinent information for application to clinical situations and the national ASCP certification exam.
2) Prepare and deliver a professional-level lecture according to the stated parameters.
3) Collaborate with clinical preceptors and pathologists to research presentation case.

PATH 595 - Pathology Review III (2)

Specific to the clinical year of the Pathologist Assistant Program, the culmination of the review and assessment of pathologic concepts and techniques from the didactic year, integrating information to apply to clinical situations. Testing conditions will simulate the content and format of the national certification exam to prepare students for that environment. Presentations and assignments are to replicate those given in a classroom lecture teaching situation.

Prerequisite: Pathology Review II. Offered: Fall.

Outcomes
1) Recall and recite pertinent information for application to clinical situations and the national ASCP certification exam.
2) Prepare and deliver a professional-level lecture according to the stated parameters.
3) Collaborate with clinical preceptors and pathologists to research presentation case.

PATH 596 - Anatomic Pathology Practicum I (9)

Clinical rotations encompassing surgical and autopsy pathology, including forensics and pediatrics. Clinical sites include academic pathology departments, private labs, community hospitals, and medical examiner facilities. This structured set of assigned clinical rotations ensures that students gain comprehensive exposure and practical skills across diverse pathology subspecialties, preparing them for careers in academic, clinical, or private pathology practice.

Prerequisite: Successful completion of the didactic year of the Pathologists' Assistant program, entrance into the clinical year. Offered: Spring.

Outcomes
1) Ability to correlate pathologic findings with clinical histories to formulate differential diagnoses and apply the appropriate dissection and description techniques to surgical specimens, providing critical information for final diagnosis, prognosis, and staging.
2) Development of critical thinking and self-reflection skills based on feedback from preceptors and faculty to continuously improve technical, analytical, and communication skills.
3) Develop ability to conduct comprehensive autopsy examinations to determine cause and manner of death under the guidance of a forensic pathologist.
4) Prepare a detailed autopsy report including external examinations and gross descriptions of normal, pathologic, and forensic findings for final diagnosis by the forensic pathologist.

PATH 597 - Anatomic Pathology Practicum II (9)

Clinical rotations encompassing surgical and autopsy pathology, including forensics and pediatrics. Clinical sites include academic pathology departments, private labs, community hospitals, and medical examiner facilities. This structured set of assigned clinical rotations ensures that students gain comprehensive exposure and practical skills across diverse pathology subspecialties, preparing them for careers in academic, clinical, or private pathology practice.

Prerequisite: PATH 596 Anatomic Pathology Practicum I. Offered: Summer.

Outcomes
1) Ability to correlate pathologic findings with clinical histories to formulate differential diagnoses and apply the appropriate dissection and description techniques to surgical specimens, providing critical information for final diagnosis, prognosis, and staging.
2) Development of critical thinking and self-reflection skills based on feedback from preceptors and faculty to continuously improve technical, analytical, and communication skills.
3) Develop ability to conduct comprehensive autopsy examinations to determine cause and manner of death under the guidance of a forensic pathologist.
4) Prepare a detailed autopsy report including external examinations and gross descriptions of normal, pathologic, and forensic findings for final diagnosis by the forensic pathologist.

PATH 598 - Anatomic Pathology Practicum III (9)

Clinical rotations encompassing surgical and autopsy pathology, including forensics and pediatrics. Clinical sites include academic pathology departments, private labs, community hospitals, and medical examiner facilities. This structured set of assigned clinical rotations ensures that students gain comprehensive exposure and practical skills across diverse pathology subspecialties, preparing them for careers in academic, clinical, or private pathology practice.

Prerequisite: PATH 597 Anatomic Pathology Practicum II.
Offered: Fall.

Outcomes
1) Ability to correlate pathologic findings with clinical histories to formulate differential diagnoses and apply the appropriate dissection and description techniques to surgical specimens, providing critical information for final diagnosis, prognosis, and staging.
2) Development of critical thinking and self-reflection skills based on feedback from preceptors and faculty to continuously improve technical, analytical, and communication skills.
3) Develop ability to conduct comprehensive autopsy examinations to determine cause and manner of death under the guidance of a forensic pathologist.
4) Prepare a detailed autopsy report including external examinations and gross descriptions of normal, pathologic, and forensic findings for final diagnosis by the forensic pathologist.

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 103 - Information Hour III (0)

This course is a series of speakers who will share valuable information about career preparation for Physical Therapists that may include but is not limited to NPTE registration requirements, resume development, interview preparation, residency opportunities, employment opportunities, and financial literacy and management information. Information Hour is a resource for students and a program communication platform.

Offered: Fall 2026.

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.

Outcomes
Use appropriate terminology to communicate information related to human anatomy.
Use appropriate terminology to communicate information related to human anatomy.
Identify bony sites of muscle attachment.
Locate and identify muscles of the human body.
Describe origin, insertion action, blood supply, and innervation associated with muscles of the human body.
Identify the peripheral nerves associated with the upper and lower limbs.
Identify the major arteries, veins, and lymphatic vessels associated with the upper and lower limbs.
Identify basic non-musculoskeletal anatomy in the cranial, spinal, thoracic, and abdominopelvic cavities.

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.

Outcomes
Use appropriate terminology to communicate information about physiology, pathophysiology, and pharmacology.
Examine normal anatomy, histology, physiology, and pathology of the major organ systems of the human body.
Identify the relationship between physiological changes and clinical signs and symptoms associated with pathological conditions.
Identify the relationship between physiological changes and adverse drug reactions associated with pharmacological interventions.
Analyze and interpret basic medical record information relating to diagnostic tests/measures.
Apply evidence-based clinical reasoning and integrated organ system physiology knowledge to identify medical conditions beyond a physical therapist's scope of practice and appropriately refer to another health care professional.
Analyze a patient's/client's physiological, pathological, and pharmacological information for developing clinical reasoning skills.

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.

Outcomes
Apply basic anatomical knowledge and biomechanics into clinical assessment.
Describe the components of a subjective examination.
Perform a thorough subjective examination.
Apply the findings from the subjective examination to design an appropriate objective examination.
Describe the components of the objective examination.
Perform a thorough objective examination.
Apply the findings from the examination to identify if a referral to another healthcare provider is necessary.

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 (3)

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.

Outcomes
1. Explain the physiological changes associated with stretching, strengthening, and aerobic exercises.

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.

Outcomes
Explain the basic principles of biomechanics on normal movement.
Translate the functional anatomy of soft tissues structures to their role in facilitating/guiding normal arthrokinematic movement, including force couples.
Translate the functional anatomy of soft tissues structures to their role in facilitating/guiding normal arthrokinematic movement, including force couples.
Apply knowledge of arthrokinematic motion to assess normal accessory motion.
Distinguish the difference between normal and pathological biomechanical movement.

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.

Outcomes
9. Apply anatomical knowledge to determine the appropriate soft tissue mobilizations or physical modality interventions for a patient/client.
10. Apply the phases of the healing process and the physiology of healing to determine the appropriate soft tissue mobilizations or physical modality interventions for a patient/client.
11. Apply pain science to determine appropriate soft tissue mobilizations or physical modality interventions for a patient/client.

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.

Outcomes
Explain the role of scientific literature in physical therapy education and practice.
Utilize library resources to search for scientific literature and other relevant resources.
Identify types of variables and analyses commonly used in physical therapy research.
Select appropriate types of variables and analyses and interpret statistical evidence.
Interpret statistical results to identify appropriate clinical application of results.
Analyze and interpret the types of studies in the levels of evidence pyramid, and key characteristics of each.
Participate in critical analysis of the physical therapy literature using an appropriate evaluation tool including analysis of quality of and appropriate use of the literature to practice.

PT 781 - Professional Formation 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.

Outcomes
Define physical therapy.
Describe a brief history of the profession of physical therapy in the United States.
Describe the roles of the physical therapist in primary, secondary, and tertiary care.
Describe the roles of the physical therapist in prevention and health promotion.
Describe the roles of the physical therapist in consultation, education, research, and administration.
Describe the structure and components of the International Classification of Functioning, Disability, and Health (ICF) model of functioning and disability.
Define the biopsychosocial model of health.
Define evidence-based physical therapist practice.
Describe the elements of the physical therapy patient/client management model (Examination, Evaluation, Diagnosis, Prognosis, Intervention, Outcomes).
Describe the core values expected in physical therapy professional practice (APTA Core Values: Accountability, Altruism, Compassion/Caring, Excellence, Integrity, Professional Duty, Social Responsibility).
Identify the requirements for successful completion of the University of Jamestown Physical Therapy Program clinical education experiences.

PT 782 - Professional Formation II (1)

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 - Professional Formation 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.

Outcomes
1. Reflect on PT 881 clinical performance and experiences to advance performance in future clinical experiences and coursework.
2. Explain the importance of diversity in health care and the challenges and opportunities it poses.
3. Describe social determinants of health and discuss why they matter in physical therapy.
4. Describe unconscious bias and how it effects personal and professional decision-making in healthcare settings.
5. Understand how bias, identity, and privilege manifest as microaggression.
6. Describe models of disability and how concepts of disability influence a person's actions.
7. Discuss the negative results of labeling people with disabilities.
8. Advocate for people-first language as the humane choice that makes a difference in how people with disabilities are viewed.
9. Describe and demonstrate how to communicate with a person with a disability in a respectful manner with consideration for their differences, values, preferences, and expressed needs.
10. Discuss key legislation affecting persons with disabilities.
11. Apply the Americans with Disabilities Act (ADA) Checklist for Existing Facilities guidelines to assess a public place for environmental accessibility.
12. Demonstrate readiness for participation in clinical experiences.

PT 784 - Professional Formation IV (2)

This course provides students with strategies to communicate inside and outside of a physical therapy setting.

Offered: Fall.

Outcomes
Construct a personal core values statement.
Create a personal vision statement and professional goals statement.
Introduce concepts of leadership and how it relates to effective communication.
Identify barriers and common dysfunctions of teams and strategies to overcome those barriers.
Implement strategies to facilitate difficult conversations with team members, coworkers, and patients.
Perform self-assessments via reflection to improve the effectiveness of communication.
Implement appropriate strategies to effectively communicate with diverse patient populations
Demonstrate appropriate communication strategies in a variety of settings.

PT 785 - Professional Formation V (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.

Outcomes
Reflect on PT 882 clinical performance and experiences to advance performance in future clinical experiences and coursework.
Define health behavior and health literacy.
Describe theories of health behavior change.
Discuss the importance of building a therapeutic alliance with patients/clients.
Illustrate various ways to build a therapeutic alliance with patients/clients.
Summarize effective communication skills for developing rapport with patients/clients.
Distinguish learning differences and effective teaching strategies for patients/clients across the lifespan.
Apply principles of effective patient education.
Summarize the key concepts of motivational language and the impact on health outcomes.
Apply professional communication skills in patient/client scenarios.
Demonstrate readiness for participation in clinical experiences.

PT 786 - Professional Formation VI (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.

Prerequisite: All Physical Therapy Program courses preceding PT 786 (including prerequisites). Offered: Fall.

Outcomes
Reflect on PT 883 clinical performance and experiences to advance performance in future clinical experiences and coursework.
Describe how physical therapists can protect integrity in health care and avoid potential fraud, waste, or abuse.
Demonstrate moral reasoning congruent with APTA Code of Ethics for the Physical Therapist.
Identify key legislative and regulatory policies impacting the physical therapy profession.
Acknowledge the importance of legislative advocacy related to the physical therapy profession and recognize ways to advocate.
Assemble personal career plans for professional growth and lifelong learning.
Discuss benefits of membership and engagement in local and national professional organizations.
Describe the principles and characteristics needed for ethical leadership.
Discuss how advocacy, leadership, and social responsibility are related and their value for physical therapists.
Demonstrate readiness for participation in clinical experiences.

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.

Outcomes
Recognize anatomical features and the vascular supply of the central, peripheral, and autonomic nervous systems.
Discuss the neurophysiology of the central, peripheral, and autonomic nervous systems.
Identify the major ascending and descending neural pathways.
Compare the functional roles of structures and regions of the peripheral, central, and autonomic nervous systems.
Perform a physical therapy evaluation of nervous system function, including cranial nerve testing.
Predict the implications of damage to specific regions in the nervous system.
Determine location of neural involvement given a patient's/client's clinical signs and symptoms.
Discuss functions of the nervous system and implications for motor control theory.

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.

Outcomes
Explain the role of a physical therapist in the management of patients/clients with acute/critical medical and surgical conditions.
Describe and perform effective physical therapy evaluation, treatment, and discharge planning for patients/clients in the acute/critical care setting.
Analyze the findings in the medical record for a patient/client in the acute/critical care setting.
Recognize the various medical and surgical procedures involved in complex (multi-system involvement) patients/clients in an acute/critical care setting.
Interpret and synthesize the information obtained from typical equipment in the acute/critical care setting and apply to patient/client management.
Discuss the role of various professionals in the multi-disciplinary health care team in an acute/critical care setting.
Interpret lab values and apply to patient/client management in the acute/critical care setting.
Revise current plan of care according to change in medical status of the patient/client in the acute/critical care setting.
Demonstrate basic transfers and appropriate positioning of acute/critical care patients/clients while using proper/safe body mechanics.

PT 853 - Cardiopulmonary for 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.

Outcomes
Apply the concepts of anatomy, biomechanics, kinesiology, and pathokinesiology as it relates to manual therapy interventions.
Determine and perform objective tests based off best available research as it relates to diagnoses.
Apply the concepts of the patient centered approach to the subjective examination.
Evaluate the data obtained from a patient centered subjective examination to make clinical judgments for the objective examination
Apply the concepts regional interdependence and the systems involved to patient care.
Recognize and differentiate when physical therapy is appropriate or a referral to another health care professional is required.
Synthesize subjective and objective information and design an appropriate plan of care that is safe, effective, and patient- centered.
Create and provide safe, effective, and proper physical therapy interventions for musculoskeletal conditions.

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.

Student Learning Outcomes
Format a patient/client case report according to guidelines to include comparison of standard of care critical examination of the case.
Obtain Institutional Review Board approval, including demonstration of comprehension of ethical and legal standards of research and practice.
Organize documentation of the patient/client case report, including evaluation, examination, diagnosis, prognosis, interventions, and outcomes.
Compose an introduction section that includes analysis of the evidence used to enhance understanding of the background of the patient/client case.
Analyze, interpret, conclude, compile and report the literature used as rationale to support of clinical decision-making during the examination, evaluation, and treatment of the patient/client.
Analyze, interpret, conclude and report the case outcomes and patient/client level of function at discharge from physical therapy, focusing on objective and standardized measures supported by the literature when possible.
Present complete case including integration of all aspects of the patient/client case report, including evaluation, examination, diagnosis, prognosis, interventions, and outcomes as well as the appropriate literature used as a rationale to support clinical decisions made.
Compose an appropriate abstract and title for the case report that summarizes succinctly the case studies.

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.

Outcomes

1. Demonstrate Advanced Intermediate Performance or beyond for CPI criteria Professionalism: Ethical Practice.
2. Demonstrate Advanced Intermediate Performance or beyond for CPI criteria Professionalism: Legal Practice
3. Demonstrate Advanced Intermediate Performance or beyond for CPI criteria Professionalism: Professional Growth
4. Demonstrate Advanced Intermediate Performance or beyond for CPI criteria Interpersonal: Communication.
5. Demonstrate Advanced Intermediate Performance or beyond for CPI criteria Interpersonal: Inclusivity.
6. Demonstrate Advanced Intermediate Performance or beyond for CPI criteria Technical/Procedural: Clinical Reasoning.
7. Demonstrate Advanced Intermediate Performance or beyond for CPI criteria Technical/Procedural: Examination, Evaluation, and Diagnosis
8. Demonstrate Advanced Intermediate Performance or beyond for CPI criteria Technical/Procedural: Plan of Care and Case Management.
9. Demonstrate Advanced Intermediate Performance or beyond for CPI criteria Technical/Procedural: Interventions and Education.
10. Demonstrate Advanced Intermediate Performance or beyond for CPI criteria Business: Documentation.
11. Demonstrate Advanced Intermediate Performance or beyond for CPI criteria Business: Financial Management and Fiscal Responsibility.
12. Demonstrate Advanced Intermediate Performance or beyond for CPI criteria Responsibility: Guiding and Coordinating Support Staff
13. Demonstrate professional communication with their clinical site, clinical instructor, and course instructor, related to this clinical experience.
14. Accurately complete information on their clinical site for educational use by other students and the program.
15. Present a satisfactory (average rating) evidence-based in-service and receive participant evaluation at his/her clinical site.

PT 884 - Clinical Experience IV (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 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.

Outcomes
1. Describe the theory and principles of common types of imaging.
2. Examine diagnostic images and identify neuromusculoskeletal anatomy.
3. Interpret radiologist reports regarding neuromusculoskeletal anatomy, common anatomical variants, and developmental/lifespan changes.
4. Describe the advantages and limitations of common types of imaging.
5. Apply the clinical imaging guidelines.
6. Apply the theory and principles of imaging to make evidence based clinical decisions (i.e., when a referral for imaging is appropriate).
7. Apply communication strategies with stake holders.
8. Determine appropriate imaging based upon a patient presentation and available evidence.

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.

Outcomes

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.

Outcomes
Explain the etiology, pathophysiology, and genetics of diagnoses covered.
Compare and contrast the clinical presentations of patients/clients with diagnoses covered.
Judge when an orthotic or prosthetic is indicated for a patient/client and understand the process for obtaining the appropriate device.
Understand evaluation and treatment strategies and determine appropriate plan of care for patients/clients fitted with an orthotic or prosthetic device for the trunk or lower extremity.
Demonstrate the ability to perform effective physical therapy examination and evaluation for patients/clients with diagnoses covered.
Provide effective and appropriate education to the patient/client and caregiver(s) about the condition, treatment, and expected course of recovery for patients/clients with diagnoses covered.
Create a plan of care that integrates the patient/client and caregiver(s) in goal-setting and selection of interventions for patients/clients with diagnoses covered.
Apply knowledge and use evidence-based literature to determine, describe, and demonstrate treatment strategies for patients/clients with diagnoses covered.
Integrate the knowledge of condition, information obtained in evaluation, and patient/client goals to synthesize an appropriate plan of care and prognosis for patients/clients with diagnoses covered.
Judge when a wheelchair is indicated for a patient/client and identify the appropriate type of wheelchair
Perform examination for wheelchair prescription and understand the interprofessional process for obtaining the wheelchair.
Demonstrate and instruct patient/client and caregiver(s) in wheelchair skills, wheelchair management, and safety related to wheelchair use.
Understand the role of nutrition and exercise in skin integrity and overall health status for patients/clients with impaired mobility.

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.

Outcomes
Differentiate vestibular system pathology from other manifestations of vertigo, dizziness, and dysequilibrium.
Identify the examination procedures used to evaluate patients with vestibular dysfunction to establish a diagnosis, prognosis, and plan of care.
Perform examination procedures used to evaluate patients with vestibular dysfunction to establish a diagnosis, prognosis, and plan of care.
When presented with a clinical case study, analyze and interpret examination data and determine appropriate interventions for the clinical problems presented.
Determine appropriate elements of the rehabilitation treatment program for patients with vestibular dysfunction
Perform appropriate interventions for patients with vestibular dysfunction

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.

Outcomes
Understand typical and atypical motor development.
Apply knowledge of typical and atypical motor development to effectively interact with pediatric patients/clients.
Demonstrate age-appropriate pediatric patient/client history-taking, including interviewing caregiver(s) and gathering information on activity/participation.
Select and conduct tests and measures and specific standardized tests used in pediatrics within multiple settings, including developmental screening.
Determine impairments, activity limitations, and participation restrictions by applying the ICF-CY model to pediatric patients/clients and their caregiver(s).
Develop an age-appropriate and developmentally appropriate plan of care including goals and interventions for an atypically developing pediatric patient/client.
Integrate the key characteristics (positivity, responsive, collaborative, and sensitive) of family-centered care throughout the patient/client management process in all settings.
Discuss age-appropriate health and wellness concepts, referrals to other health care professionals, importance of interprofessional team members, and education to caregiver(s) about developmentally appropriate environments.
Describe the major tenants of Individuals with Disabilities Education Act (IDEA), the elements of an Individualized Family Service Plan (IFSP) and Individualized Education Plan (IEP), and requirements related to mandatory reporting of suspected child abuse and neglect.

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.

Addendum to 2026-2027 Catalog

The catalog addendum contains corrections and updates made after initial publication of the 2024-2025 Graduate catalog.

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