

University of Jamestown
College of Graduate and Professional Studies
Catalog - Spring 2023

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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. The mission statement and current values of the University are included below:

Mission Statement

The University of Jamestown is a community dedicated to the development of wholeness in our students. 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.

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 Moers, 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 Jamestown 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 College 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 2020 the University divided into the Undergraduate College and the College of Graduate and Professional Studies. The Undergraduate College is the home to all of the undergraduate programs of study housed on the Jamestown campus. The DPT and all master’s programs are in the College of Graduate and Professional Studies along with the university’s online undergraduate

programs and UJ Accelerated.

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.

Our size and location in a small North Dakota community facilitates our mission to provide students with meaningful individual guidance and support by competent and concerned faculty. That is the essence of the quality liberal arts education.

Foundational Values

As an 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. "You shall love the Lord our God with all your heart, and with all your soul, and with all your mind" (Matthew 22:37).

Our Christian and Reformed tradition embraces the liberal arts and the ongoing search for knowledge and truth as a way of liberating the human spirit and of understanding the world we share with others. 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.

Historically, this strong belief that learning and the search for truth are closely connected to faith formed the basis for the Presbyterian Church's early and significant commitment to higher education. As a result, prior to the Civil War, one-fourth of the colleges in the United States were Presbyterian. In 1883, when the Presbyterian Church extended its mission into the Dakota Territory's frontier, University of Jamestown was founded in a newly incorporated city ninety miles west of Fargo.

University of Jamestown is a fully independent, self-governing institution that shares an historic relationship with the Presbyterian Church (USA). We are proudly non-sectarian and welcome students 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.

Accreditation, Approvals, Memberships, and Affiliations

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

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, Illinois 60604-1411
Phone: 800-621-7440/312-263-0456
Fax: 312-263-7462
info@hlcommission.org <http://www.hlcommission.org/>

The University of Jamestown has been continuously accredited since 1920. Its teacher education program is approved by the Education Standards & Practices Board of North Dakota; and its nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE) and by the State Board of Nursing Education and Nursing Licensure.

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

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

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

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

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.

2022-2023 Academic Calendar

Semester I

| | | |
|------------------|-----------|---|
| Tuesday | Aug 16 | New Faculty Orientation |
| Wednesday-Friday | Aug 17-19 | Faculty Workshops |
| Friday-Sunday | Aug 19-21 | New Student Orientation |
| Monday | Aug 22 | Fall Classes Begin |
| Monday | Sep 5 | Labor Day – No Classes – Offices Closed |
| Friday | Oct 14 | End of Midterm – First 8 Weeks |
| Monday | Oct 17 | Fall Break – No Classes |
| Tuesday | Oct 18 | Classes Resume |
| Saturday-Sunday | Nov 19-27 | Thanksgiving Break |
| Friday | Dec 9 | Last Day of Fall Classes |
| Monday-Thursday | Dec 12-15 | Fall Final Exams |
| Thursday | Dec 15 | Fall Semester Ends |

Semester II

| | | |
|-----------------|----------|--|
| Monday | Jan 9 | Spring Classes Begin |
| Friday | Mar 3 | End of Midterm – First 8 Weeks |
| Saturday-Sunday | Mar 4-12 | Spring Break |
| Monday | Mar 13 | Spring Classes Resume |
| Tuesday | Mar 28 | Assessment Day |
| Friday | Apr 7 | Good Friday – No Classes– Offices Closed |
| Monday | Apr 10 | Easter Monday – No Classes– Offices Closed |
| Friday | Apr 28 | Last Day of Spring Classes |
| Monday-Thursday | May 1-4 | Spring Final Exams |
| Thursday | May 4 | Spring Semester Ends |
| Saturday | May 6 | Commencement |

Assessment

The University of Jamestown has a genuine interest in a continuing assessment of student learning as a way of measuring its success in meeting its mission and enhancing its academic programs. The assessment process is guided by the foundational values and the mission of the University. To clarify this connection, fourteen institutional objectives provide linkage between program outcomes and the university mission. These are listed below.

Institutional Objectives

The University of Jamestown:

1. *maintains academic, professional and pre-professional programs that prepare students for entry into the work force or for further education.* (Academic Preparation)
2. *provides students with a general education curriculum rooted in the liberal arts to improve critical thinking skills and increase general knowledge.* (General Education)
3. *provides opportunities for students to learn basic ethical principles and to engage in character-building activities.* (Character Building)
4. *provides support services to assist students in achieving their academic goals.* (Academic Support Services)
5. *manages financial resources to support its objectives and strategies in a manner that ensures the institution's viability in the short and long-term.* (Sound Fiscal Management)
6. *provides extra-curricular opportunities for students to learn and grow on a personal, social, and civic level.* (Student Support Services)
7. *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)
8. *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)

9. *recognizes and fosters opportunities to connect with, integrate into, and participate with the larger community in which it resides.* (Community)
10. *maintains the infrastructure necessary to support both the academic program and student life.* (Infrastructure)
11. *demonstrates its commitment to continuous improvement through discipline-specific and pedagogical faculty development.* (Faculty Development)
12. *demonstrates its commitment to continuous improvement through staff development.* (Staff Development)
13. *provides opportunities for students to be involved in Christian religious life activities and to explore their faith.* (Christian Life/Religious Life Environment)
14. *uses current technology to enhance student learning, administrative efficiency, and institutional effectiveness.* (Technology)

A partial list of assessment activities follows:

1. administration of the Noel/Levitz Survey of Student Satisfaction and the University of Jamestown Student Survey of Institutional Effectiveness (SSIE);
2. administration of standardized testing to graduating seniors in selected departments (e.g. MFT, CBE); graduating seniors complete these assessments as required by certain departments;
3. analysis of reported performance on graduate and professional school examinations (including the Graduate Record Examination: General and Subject Tests, the Pre-Professional Skills Test and the Praxis II in Education); the Medical College Admission Test, the Law School Admission Test, and the National Council Licensure Examination in Nursing;
4. internal academic program reviews rotating all departments on an every 5 year basis, with periodic external reviews;
5. analysis of placement information based on alumni surveys;

6. administration of a faculty and staff survey to gain knowledge of the opinion of faculty and staff about the institution;
7. analysis of exit surveys from graduating seniors and classroom assessment summaries from every academic department;
8. analysis of student retention, experiential education, career planning between education and career;
9. linking assessment results to program development, and;
10. an ongoing evaluation of our assessment program.

While formal and informal reports from alumni, employers, trustees and other constituencies comprise additional information relevant to assessment, student input constitutes the critical source of assessment data. Therefore, all students will be expected at various junctures during their tenure at University of Jamestown to contribute to our assessment program by completing surveys, standardized tests, and exit surveys as required by their curriculum.

Watermark

The University of Jamestown utilizes Watermark products, a suite of web-based assessment systems, to capture data from rubrics, course evaluations, satisfaction surveys, field experience binders, and other electronic assessment tools. Reports on these data contribute to our assessment of program outcomes and institutional objectives by providing valuable insight into student learning, faculty performance, campus life, and much more.

For questions or guidance contact:

Anna Munns Engdahl

Director of Institutional Effectiveness

amunns@uj.edu

701-356-9204

General Policies and Services

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.

Alcohol Use

The use of alcohol on campus or at student University functions is prohibited. Under North Dakota law, alcoholic beverages are prohibited to anyone under twenty-one years of age. Procuring alcoholic beverages for a minor is a felony offense.

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.

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

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.

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 College of Graduate and Professional Studies.

Complaint Policy and Procedure

The University of Jamestown 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 is available to individuals 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.

For the purposes of this policy a complaint is defined as a statement that a situation is unsatisfactory or unacceptable. Complaints can be filed with the university at <https://www.uj.edu/student-life/security-and-safety/student-complaints/student-complaint-form/>

Procedure:

1. The student will submit the complaint utilizing the online form on the UJ website: <https://www.uj.edu/student-life/security-and-safety/student-complaints/student-complaint-form/>. The submission will be received by the Dean of Engagement and Student Affairs.
2. Complaints will be forwarded to the appropriate academic or nonacademic area for follow up as noted below:
 - Academic complaints are submitted to the appropriate Department Chair or Director.
 - Student Affairs complaints are submitted to the appropriate Director in Residence Life or Student Activities.
 - Business Office complaints are submitted to the Chief Financial Officer.
 - Financial Aid complaints are submitted to the Director of Financial Aid.

- Records and Registration complaints are submitted to the Registrar.
- Unlawful Discrimination and Harassment complaints are submitted to the Title IX Coordinator or Director or Residence Life.
- Complaints against the Provost, a Department Chair, Dean, Director or Vice President are submitted to the direct supervisor, such as the Provost or President.
- Complaints against the President are submitted to the Chair of the Board of Trustees.
- All other complaints are submitted to the Director of Human Resources.

Level 1 Complaint Process

Absent extraordinary circumstances, the person, normally a Chair or Director, to whom the complaint has been submitted conducts, within seven (7) business days of receiving the complaint, a formal conference with the student, permitting her or him to provide any necessary relevant information. The Chair or Director 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 seven (7) 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 Student Affairs Office for a minimum of five years.

Level 2 Complaint Process

If the complaint is not resolved in Level 1, the individual initiating the complaint or one of the other involved parties may, with fourteen (14) business days of receipt of the Level 1 recommendation, appeal to the direct supervisor of the person who wrote the recommendation. Absent extraordinary circumstances, the supervisor holds a meeting within fourteen (14) business days of receipt of the appeal or complaint. Absent extraordinary circumstances, a written recommendation is sent to the student and others within fourteen (14) 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 Office of Student Affairs for a minimum of five years.

Level 3 Complaint Process

Except in the case of a complaint against the President, where the Board of Trustees has final authority, appeals of the Level 2 recommendation are submitted to the President within fourteen (14) business days. The President makes the final decision. Absent extraordinary circumstances, the President’s written decision is sent to the individual initiating the complaint and the other parties within fourteen (14) business days of receiving the Level 3 appeal. The president’s decision is final. In cases of appeals to Level 3, copies of the original complaint, the previous written recommendations, and the final decision are kept in the Office of Student Affairs for a minimum of five years.

Documentation

Complaints will be recorded with outcomes in the Dean of Student Engagement and Student Affairs 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 complaint trends noticed and steps already taken or recommended courses of action to address these trends.

Complaints about the University or Program

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 & Workforce | Innovation |
| North Dakota University System | |
| 600 E Boulevard Ave, | Dept 215 |
| Bismarck, ND | 58505-0230 |
| Phone: | 701-328-4140 |
| Phone: | claire.gunwall@ndus.edu |

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

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

Arizona State Board for Private Post-Secondary Education

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 Adams Street, #3008

Phoenix, AZ 85007

Phone: 602-542-5709

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

National Council for State Authorization and Reciprocity Agreements

Student complaints not resolved through the University's procedures as described in the student handbook may be filed with the National Council for State Authorization and Reciprocity Agreements.

These complaints can be mailed or emailed to:

Cheryl Thompson, M.S.

Ed. Outreach Manager

Core Technology Services of the North Dakota University System

2000 44th St. SW, Suite 301

Fargo, ND 58103

[Email: stateauth@ndus.edu](mailto:stateauth@ndus.edu)

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.

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 services 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.nd.gov/dhs/locations/regionalhsc/southeast/>

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 Tuesdays and Thursdays 12:30 p.m. to 3:00 p.m., and Wednesdays 8:30 a.m. to 3:00 p.m.

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

Email: counseling@mnstate.edu 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.

Address: 1919 N. University Drive, Fargo, ND 58102 in the Stop and Go Center (SGC Building)

Phone: 701-231-9750

Website:

https://www.ndsu.edu/ceduc/community_counseling_services/

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

- FirstLink (ND 24 hour Crisis Services): Call 2-1-1
- 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/>

Nondiscrimination Policy

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.

Raugust Library

Raugust Library, built in 1971, currently houses more than

150,000 items including books, periodicals, CDs, DVDs, and microforms. Computers and wireless access allow students to work in a comfortable setting with the best of both the print and online worlds. Special collections include the archives, the curriculum library (a collection of children's fiction, non-fiction, and textbooks), and a large collection of the works of Louis L'Amour in a dozen languages.

The library is a member of ODIN (Online Dakota Information Network) a network allowing access to all materials in Raugust Library along with eighty other North Dakota libraries. ODIN provides students with access to more than eighteen million items including over 100,000 full text online journals in 149 databases and 83,000 periodicals. We also provide streaming video through Films On Demand and Academic Video Online and over 2,200,000 tracks of streamed music through Naxos. Through this cooperative network, any materials located in North Dakota can usually be borrowed or copied for the student in less than a week or sent instantly online.

Raugust Library also subscribes to Encyclopedia Britannica Online, WorldCat, which accesses the holdings of more than 60,000 libraries in 112 countries.

Raugust Library provides in-depth and on-the-spot reference services through email, phone calls, chat, and in-person interviews. Students and faculty can schedule a meeting for extended help with their research projects. Also, check out our YouTube channel for instruction in how to use databases, check out books, interlibrary loan, and help with citation styles.

Smoking and Tobacco Use

The University of Jamestown strives to provide an atmosphere conducive to the physical and mental well-being of its employees, students and visitors. To support this atmosphere, the University of Jamestown is a tobacco free in all of its facilities. This policy applies to all employees, students, visitors, and contractors. The policy also applies to external individuals or companies renting space with the University of Jamestown and should be reflected in all agreements/contracts with such individuals or companies. The use of electronic (e-cigarettes) is also prohibited including all types of vaping devices.

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.

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 Student Success Center also provides accommodations for students with documented disabilities.

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.

The Student Success Center is also the home to the university's disability services and a variety of reasonable accommodations can be made to help students succeed academically.

Guidelines for Student Requests for Reasonable Accommodation on the Basis of a Learning Disability

1. Students are responsible for identifying themselves to the Associate Dean for Student Success as having a learning disability requiring reasonable accommodation. Even when parents are involved in requesting services, it is primarily the student's responsibility to initiate the request.
2. A newly accepted or currently enrolled student whose learning 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.

3. To be considered as a student with a learning disability under the law, the individual is responsible for providing relevant written documentation that substantiates his or her claim.

University Chaplain

Throughout its history, The University of Jamestown has provided for the spiritual as well as the academic growth of its students. A chaplain works with others in providing for spiritual needs on campus. The chaplain, student chaplains, and the Religious Life Committee plan activities that work toward the goal of helping students grow in their relationship with Jesus Christ. Activities are planned by the chaplain and the Religious Life Committee to meet these five primary needs of the Christian 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. The chaplain is also available for personal counseling.

The University and the Law

The University of Jamestown upholds municipal, state, and federal laws and cooperates fully with all law enforcement agencies. Violation of public law may result in University disciplinary action. As a part of the larger community, students accept full responsibility for their own actions under federal, state, and local laws. While affording reasonable aid to its members in difficulties with the law, the University provides no immunity from the consequence of illegal acts.

Admission, Cost, and Financial Aid Policies and Information

University of Jamestown General Admission Policy

Consideration for admission to the University of Jamestown programs is available to all students who meet University admissions 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.

Undergraduate Admission

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
4. Microsoft Office Software Suite

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.

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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.

Requirements for and Notification of Acceptance

Each application for admission is considered on an individual basis.

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.

Graduate Admission

Admission into a University of Jamestown graduate program is made at the programmatic level. Interested students should consult the Admission and Costs sections of the Doctor of Physical Therapy (p. 48), Master of Arts in Leadership (p. 62), Master of Education in Curriculum and Instruction (p. 65), and/or Master of Science in Clinical Counseling (p. 69) program pages for details about

admission policies and procedures. Access to Internet and Microsoft Office Software Suite is required to be considered for admission to all Accelerated and Professional Studies programs.

Transfer Students

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

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

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

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 Dean of the College of Graduate and Professional Studies.

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.

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.

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.

International Student Policies

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

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

Payment of Charges

Payment of all student bills is due on the first day of class. 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 are due and payable on the first day of the class.
- 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.

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.

Cost of Attendance and Fees

The cost of attendance and fees at the University of Jamestown change on an annual basis and across academic programs. Students should consult the program pages for Doctor of Physical Therapy (p. 48), Master of Arts in Leadership (p. 62), Master of Education in Curriculum and Instruction (p. 65), Master of Science in Clinical Counseling (p. 70), Professional Studies, UJ Accelerated Programs for the most recent information about the cost of attendance.

Other Fees

Students in the College of Graduate and Professional Studies are also subject to three fees of which they should

be aware:

- Graduation Fee: \$125
- Graduation Brick: \$25 (optional)
- Transcripts: \$15 (the first transcript is free)

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.

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.

North Dakota Residents

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/.

Satisfactory Academic Progress

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** 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.
2. **PACE OR QUANTITATIVE** Students must successfully complete (grade of 'D' or higher) at least 67% of all attempted credits. Grades of incomplete are counted as such in the calculation.
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 composed of the Associate Provost/Dean of the Undergraduate College, Vice-President of Enrollment Management, Associate Dean for Student Success, the Student Success Coordinator, and the 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 by email to their UJ email and by postal letter

to their legal, home, permanent address, and by email of a status of academic plan. If appropriate, requirements necessary to regain eligibility for financial aid will be included.

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.
- 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). All course repeats count toward the total number of credits the student has attempted, which may affect pace and/or 150% calculations for SAP.

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

The University of Jamestown has adopted a policy for institutional refund/repayment that complies with the federal Return of Title IV Funds regulations.

A student is considered enrolled for attendance purposes until he/she has officially withdrawn from the University of Jamestown (see Official Withdrawal (p. 30)) or until the end of the semester, 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.

Academic Policies and Procedures

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.

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

Academic Integrity Policy

At the University of Jamestown, we operate in an atmosphere of mutual trust between and among instructors and students. Sometimes this trust is violated through the intentional or accidental misrepresentation of facts, ideas, or data by members of the academic community. Such misrepresentations are violations of the Academic Integrity Policy. There are three main types of violations: cheating, inappropriate collaboration, and plagiarism.

Cheating involves the misrepresentation of knowledge or experience. For example, if students use unauthorized materials during an examination (for instance, by looking at other students' exams, obtaining the questions in advance, and so on) they are falsely representing themselves as having recalled material or reasoned correctly, when, in fact, they did not. If students fake the data in a laboratory experiment, they are falsely suggesting that they acquired information in accordance with prescribed procedures.

Inappropriate collaboration involves presenting academic work as one's independent effort when it includes significant elements of the work of others. When important ideas or actual phrasings in an academic work belong to an unnamed colleague, misrepresentation has occurred. It is dishonest for one student to write some or all of another student's paper or presentation. It is equally wrong for one student to develop key ideas for a project that is represented as the work of another. Inappropriate collaboration is a violation for which both or all parties will be held accountable.

Plagiarism involves both theft and cheating. When someone appropriates, for use in formal course work, the wording, phrasing, or ideas of another, and either accidentally or intentionally fails to acknowledge the debt,

it is considered theft. Plagiarism is also cheating in that one is creating a false impression about one's own intelligence, ability, and achievement. If students are unsure about what constitutes plagiarism, they should seek help from their instructors, the Writing Center, and refer to appropriate handbooks.

Disciplinary Process

It is the responsibility of every member of the University of Jamestown community to maintain the integrity of the grading system; anyone with knowledge of violations of the Academic Integrity Policy must report this information to a faculty member, a member of the university staff or administration, or the Dean of the College of Graduate and Professional Studies. All cases of academic dishonesty must be reported to the Dean, who will maintain records on each student who has committed a violation of the policy. Students who violate the Academic Integrity Policy of the University of Jamestown will be subject to disciplinary action that includes a variety of sanctions up to and including expulsion from the university.

A course instructor who suspects a violation of the Academic Integrity Policy should inform the student of his/her suspicion and present the student with the evidence, allowing the student an opportunity for rebuttal. Upon determination of a violation, the course instructor will decide the penalty to be imposed. Depending on the severity of the infraction, this may involve a requirement to complete the assignment again, failing the student for the assignment, or failing the student for the course.

If a dispute arises between a course instructor and a student about whether a violation has been committed, it is to be referred to the Program Director for resolution no later than three weeks from the end of the semester in which the dispute occurred. If the Program Director determines that no question exists, the appeal process is terminated. If any question remains, in the opinion of the Program Director, s/he may refer it to the Dean of the College of Graduate and Professional Studies Council for a hearing. The decision of the Dean about the commission of an offense will be final in all such cases. If the Program Director is the instructor, reference should be made directly to the Dean.

If a student involved in a violation of the Academic Integrity Policy is not enrolled in a particular instructor's course, as in a case of inappropriate collaboration, the instructor should inform the Dean of the case for

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

Adding and/or Dropping Classes

Students may drop and/or add classes within the five days of the semester without receiving a grade, charge, or a “W” on their transcript. The class schedule that is in place after the five-day drop/add period 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 that run longer than eight weeks have a 10-day rather than a five-day drop/add deadline. Classes added beyond these deadlines require approval of the Dean of the College of Graduate and Professional Studies.

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 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.

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:

Academic Warning

A student is placed on academic warning when his/her semester GPA drops below the level defined above as “adequate progress.” The student will be removed from academic warning status whenever his/her semester and 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. 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 semester 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 semester GPA return to the level required for adequate progress.

While on probation, the student’s course load is restricted 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 semester and 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.

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 of the College of Graduate and Professional Studies. The student will be notified whether he or she will be re-admitted on academic probation or denied admission.

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

A student may appeal the grade she or he received in a course. Grounds for an appeal are limited to capriciousness, errors of fact, or evidence of bias on the part of the instructor, and it is the responsibility of the

student to provide evidence that an appeal is warranted. The belief that an instructor graded in too difficult a manner, assigned too much work for a given course, and the like, are not grounds for a grade appeal. Grades on individual assignments, tests, or other measures of student learning are not appealable except to the extent that they affect the final grade a student received in a course.

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

1. Discuss the concern with the faculty member involved no later than two weeks into the beginning of the subsequent academic term of the issuance of the final grade to initiate an appeal. If the student remains unsatisfied or if the instructor is separated from the University, the student should:
2. Appeal to the department chairperson or program director in writing within five working days of discussing the grievance with the faculty member. Include the circumstances of the grievance, specific concerns, and a possible remedy. The student should make an appointment and meet with the chairperson or director. It is the responsibility of the department chair or director to collect evidence from the student and the faculty member, if the faculty member is not separated from the university, prior to making a decision. The student will be notified in writing of the chairpersons' decision within five working days of the meeting. If the student remains unsatisfied or if the faculty member who issued the grade is the department chairperson, the student should:
3. Appeal to the Dean of the College of Graduate and Professional Studies in writing within five working days of notification by the chairperson's or director's decision. Include in the written document circumstances of the grievance, specific concerns, and a possible remedy. The student should make an appointment and meet with the Dean. It is the responsibility of the Dean to collect evidence from the student, faculty member, if the faculty member is not separated from the university, and the department chair or program director prior to making a decision. The student will be notified in writing of the Undergraduate Dean's decision. In all cases, the decision of the Dean is final.

In cases where no evidence of capriciousness, errors in fact, or bias exist, the original grade will remain. In cases where evidence of capriciousness, errors in fact, or bias does exist, either the department chairperson, program

director, or the Dean will administratively change the grade to a more appropriate grade and notify the instructor of the grade change within five business days.

Attendance

Programs offered as part of University of Jamestown Accelerated and Professional Studies are considered nonattendance taking programs. However, the participation of students in all online classes is considered an important part of the academic procedure. It is assumed that students will conscientiously fulfill this responsibility when courses are scheduled and will participate in online classroom discussions. Instructors may consider irregular attendance in their evaluation of students' educational achievement. 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. Students in the DPT program should refer to the program attendance policies in the DPT section of the catalog.

Online Class Attendance and Etiquette

The online delivery of some graduate programs is dependent on effective use of class meetings to deliver content, facilitate discussion, and answer questions. Recognizing that adult 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.

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 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

Credit by Examination

Programs for credit by examination for Professional Studies students include the following:

Lifelong Learning

Professional Studies students should consult the Lifelong Learning Guide available from the Professional Studies program director.

CLEP (College Level Examination Program)

Students may earn credit by CLEP examination at the University of Jamestown. General examinations and subject examinations are administered on campus by appointment. Inquiries should be directed to the Professional Studies program director. Students may not

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

Credit Hour Policy

The University of Jamestown has followed the “Carnegie Definition” of credit hour since before the last visit of the Higher Learning Commission in 2010. The practice has been 50 minutes of class, plus a minimum of 2 hours out of classroom study for each credit earned. Courses were all developed under this practice. As graduate programs were added, the definition was articulated in the graduate bulletins, beginning with the DPT program in 2013. In the 2017-18 academic year, the policy for graduate and undergraduate credit hours was written as the practice has been following the “Carnegie Definition.”

Graduate Credit Hour Policy

DPT and MSCC (Laboratory-based programs): A unit of credit (one credit hour) is defined as the equivalent of one 50-minute class period per week for one semester with a minimum of two hours of additional work outside of class meeting time for each hour in class. Hence, a three-credit course would require the equivalent of 45-hours of class time and 90-hours of outside work. Since graduate students are expected to be capable of more independent work, fewer class hours and more outside of class work may make up the equivalency referred to above. In the case of laboratories, for the measurement of a credit hour, one credit hour may be equivalent to two to three laboratory hours.

MEd and MAL (Non-laboratory-based programs): A unit of credit (one credit hour) is defined as the equivalent of one fifty-minute class period per week for one semester with a minimum of two hours of additional work outside of class meeting time for each hour in class. Hence, a three-credit course would require the equivalent of forty-five hours of class time and ninety hours of outside work. Since graduate students are expected to be capable of more independent work, fewer class hours and more outside class work may make up the equivalency referred to above.

Online Credit Hours: Federal Guidelines mandate that one credit hour is equivalent to 3 hours of student work (Every week for 15 weeks). In the online accelerated (8 week) environment, this translates to approximately 6 hours of student engagement per week per credit for a total of 18 hours per week for a three-credit course. Student work includes preparation time, reading, research, discussion board participation, assignments, exams and practical

application of materials.

Undergraduate Credit Hour Policy

A unit of credit (one credit hour) is defined as the equivalent of one 50-minute class period per week for one semester with a minimum of two hours of additional work outside of class meeting time for each hour in class, or the equivalent amount of work over a different amount of time. For laboratory and lessons, measurement of credit hours varies and may be equivalent to one credit to ½ -3 hours in lab or lessons. For internships, practicums and student teaching, credits awarded based on average hours per week with 40 hours per 1 credit including 2 or more hours of additional coursework. Details of the policy:

- 50 minutes of in-class or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit. This accounts for approximately 15 hours of in-class or direct faculty instruction and minimum of 30 hours of out-of-class student work for a total of approximately 45 hours for one semester hour of credit; or
- The equivalent amount of work over a different amount of time; or
- The equivalent amount of work by other instructional modes of delivery such as distance education (online), independent and directed studies.

Laboratory: 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.

Internship: 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.

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.

Curriculum Delivery

The College of Graduate and Professional Studies offers programs in on-campus, online, and hybrid formats. The Doctor of Physical Therapy program is offered entirely in person only at the university’s Fargo location. The master’s degree programs in Teacher Education and Leadership are offered entirely online. The master’s degree in Clinical Counseling is offered in a hybrid format with most courses being offered online and two required, in-person intensive courses offered in the summer in Jamestown. All certificate programs at the graduate and undergraduate levels are offered entirely online.

Directed/Independent Studies

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. 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.

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 obtains a petition form from the Registrar’s Office.
2. The student fills out the petition, stating clearly the reasons for the request and providing any supporting evidence.
3. The student signs the petition and returns it to the Registrar’s Office. The registrar then passes the petition to the Dean. Upon the student’s request, the registrar may also make an appointment for the student to speak with the Dean concerning the petition.
4. The Dean considers the petition, and if he/she deems it necessary, consults with the Graduate and Professional Studies Council.
5. The Dean approves or denies the petition and returns the petition with an explanation to the registrar who informs the student of the decision.

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

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-, B+, B, B-, C+, C, C-, D+, D, D-, or F. (Exceptions: 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. Students in the DPT program receive a standard letter grade for each course [A, B, C, D, or F]) Grade points awarded per semester credit are the following:

| | |
|----|------|
| 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, W, 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 an overall GPA that includes transfer credit. A minimum overall GPA of 2.00 must be maintained for graduation. Grade points

are rounded to the nearest one-thousandth.

Grades

At the completion of each course the student is given a grade: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, or P for passing work; I for incomplete work; and F for failure. (Exception: The DPT program does not assign letter grades with pluses or minuses)

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 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

Twelve elective credits may be taken on a pass-fail basis. Courses taken on a pass-fail basis cannot be courses that contribute to major, minor, or general education requirements. No more than one class may be taken on this basis during any given term. No more than twelve semester credits of pass-fail work may be counted toward the satisfaction of graduation requirements (student teaching and internships are the exception). Students taking a course on a pass-fail basis must attend all classes, take all examinations and possess all prerequisites required of students enrolling on a letter grade basis. Performance of A, A-, 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. The pass/fail option does not apply to students in the DPT program.

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).

Graduation Application

A Graduation Intent Form must be submitted to the registrar at least one semester prior to graduation for undergraduate and master's programs. Students in the DPT program must submit the form 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.

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

Honors

The Dean's List of Outstanding Scholars

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

Distinction in Degrees

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

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

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

Honor Societies

Students who qualify may join honor societies that have

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

Medical Withdrawal

A student who has a medical condition that prevents her/him from completing all of the coursework in a given semester may request a medical withdrawal from the Registrar's Office at any time during the semester. 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 semester. In the event that the request is approved, the student will receive a "W" for all of her/his courses for the semester. If the request is made after the completion of 60% of the semester, the student will receive no refund for tuition, fees, room, and board for the semester.

Official Withdrawal from the 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.

Registration

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

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 (excluding summer semester.)

Transcripts

Transcript requests must be submitted in writing at least one week prior to the date needed. Either a completed transcript request form or a letter bearing the student's signature is acceptable. Federal law does not permit the University to honor requests for transcripts made by

telephone 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 first transcript issued is free of charge. Thereafter, a fee of \$15 per transcript is charged. The written request by the student, accompanied by a check or money order payable to the University of Jamestown, if applicable, should be sent to the Registrar's Office, University of Jamestown, 6086 College Lane, Jamestown, ND 58405. Transcripts can be requested online through the National Student Clearinghouse for an additional \$2.25 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.

University Personnel

Board of Trustees

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Bismarck, North Dakota

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Sandi Piatz
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Todd Steinwand
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Edith Prentice
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Burt Riskedahl
St. Paul, Minnesota

Marvin Seibold
Hendersonville, North Carolina

Harris Widmer
Fargo, North Dakota

Administration

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

President and Staff

Polly L. Peterson, Ph.D. (2018)
President

Chris Hoke (2019)
Chief Information Officer

Dustin Jensen (2018)
Dean of Engagement & Student Affairs

Austin Hieb (2022)
Athletic Director

Erin Klein (2014)
Assistant to the President and Secretary to the Board of Trustees

Tena Lawrence (2018)
Executive Vice President

Brett Moser (2019)
Vice President for Development and Alumni Relations

Paul Olson, Ph.D. (2014)

Provost

Christopher Redfearn, D.A. (2021)
Associate Provost and Dean of the Undergraduate College

Gregory Ulland (2018)
Vice President for Enrollment Management

Administrative Personnel

Kristin Crabtree-Groff (2018)
Associate Dean for Faculty Development

Judy Hager (2013)
Director of Financial Aid

Anna Munns (2018)
Director of Institutional Effectiveness

Mary Engels (2019)
Manager of Jimmie Connection/Post Office

Tonya (McIlonie) Sletto (1998)
Controller

Tracy Boze (2022)
Registrar

President Emeriti

Robert S. Badal, Ph.D. (2002-2018)
President Emeritus

Dean Emeriti

Carol Schmeichel, M.S.
Dean Emerita

Gary Watts, Ph.D.
Dean Emeritus

Faculty Emeriti

Sue Anderson, M.S.
Professor Emerita of Teacher Education

Charles Ault, Ph.D.
Professor Emeritus of Biology

James Dick, M.B.A.
Professor Emeritus of Business Administration

Vicki Greshik, M.B.A.
Professor Emerita of Business Administration

Caroline Hagen, Ph.D.
Professor Emerita of Teacher Education

Geneal Hall, Ph.D.
Professor Emerita of Nursing

Dorothy Holley, M.A.
Professor Emerita of English

Jerome Knoblich, Ph.D.
Professor Emeritus of Chemistry

Dina Laskowski, M.Ed.
Professor Emerita of Teacher Education

Jacqueline Mangnall, Ph.D.
Professor Emerita of Nursing

Louvicia Mayer, M.S., R.N.
Professor Emerita of Nursing

Irene Paasch, Ph.D.
Professor Emerita of Communication

Cecil Roth, M.A.
Professor Emeritus of Foreign Language

James Walker, Ph.D.
Professor Emeritus of Religion

Carolgene Wolf- Matthiesen, M.Ed.
Professor Emerita of Teacher Education

William Wojnar, Ph.D.
Professor Emeritus of Music

Graduate and Professional Studies Faculty, 2022-2023

(An asterisk denotes a department chair or program director; the date after a name denotes the person's first year at the University of Jamestown.)

Christine Amsler (2020)
Instructor of Teacher Education
EdD, St. Mary's University

Deena Caillier (2022)
Assistant Professor of Physical Therapy
DPT, University of North Dakota

*Kris Crabtree-Groff (2015)**
Professor of Teacher Education
EdD, Drake University

*Enkhtuya Dutton (2021)**
Assistant Professor and Director of University Libraries
MSLS, University of Illinois at Urbana-Champaign

Wendy Hager (2021)
Instructor of Nursing
MS, Arizona State University

Tara Haj (2014)
Associate Professor of Physical Therapy
DPT, University of North Dakota

Clayton Holmes (2021)
Professor of Physical Therapy
EdD, University of Arkansas at Little Rock

Liz Hunt (2014)
Associate Professor of Communication and Character in
Leadership
PhD, Regent University

*Brenda Kaspari (2017)**
Assistant Professor of Leadership
PhD, University of North Dakota

Courtney LaLonde (2020)
Assistant Professor of Teacher Education
PhD, University of North Dakota

Heidi Larson (2015)
Associate Professor of Education
PhD, North Dakota State University

Kristin Lefebvre (2022)
Professor of Physical Therapy
PhD, University of the Sciences

Brian Lynch (2022)
Assistant Professor of Physical Therapy
DPT, University of North Dakota

Elsie Motter (2022)
Assistant Professor and Coordinator of Clinical Counseling
MS, University of Mary

Paul Olson (2014)
Professor of Sociology
PhD, University of Nebraska

Diana Palm (2020)
Assistant Professor of Physical Therapy
DPT, University of North Dakota

James Schanandore (2017)
Association Professor of Physical Therapy
PhD, North Dakota State University

Mundi Schmidt (2020)
Instructor of Teacher Education

PhD, University of North Dakota

*Melissa Schultz (2020)**

Assistant Professor of Clinical Counseling
PhD, Louisiana Tech University

Jeffrey Stotts (2017)

Associate Professor of Teacher Education
EdD, University of North Dakota

*Andrea Twedt (2019)**

Assistant Professor of Professional Studies
PhD, North Dakota State University

*Sara Voorhees (2013)**

Associate Professor of Physical Therapy
PhD, University of Delaware

Dallas Ehrmantraut (2021)

Assistant Professor of Physical Therapy
DPT, University of Jamestown

Amanda Walch (2020)

Instructor and References and Instructional Librarian
MA, University of Iowa

Ben Wolden (2019)

Assistant Professor of Physical Therapy
DPT, University of North Dakota

Mitch Wolden (2014)

Associate Professor of Physical Therapy
PhD, North Dakota State University

Department of Professional Studies

Mission Statement

The Department of Professional Studies is 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.

Degrees

The Department of Professional Studies offers Bachelors degrees in Behavioral Health, Business Studies, Business Studies: Banking, Business Studies: Industrial Management, and Communication Studies. The department also offers minors in Business Studies, General Studies, and Communication Studies.

Requirements for the Degree

In order to earn the degree of Bachelor of Arts in the College of Graduate and Professional Studies, a student must do the following:

1. Successfully complete a minimum of 124 semester credit hours
2. Earn at least 36 credits at the upper-division (300-400) level.
3. Transfer in a maximum of 64 semester credit hours from a junior college.
4. Complete the University's residency requirement by earning at least 35 semester credit hours from the University of Jamestown.
5. Maintain an overall GPA of 2.00 or higher.
6. Successfully complete the coursework prescribed in the general education requirements.
7. Successfully complete all of requirements for a major field of study offered in the college with a C- or better in all major courses.
8. Complete a graduation application.

Residency Requirement

To fulfill the residency requirement, a minimum of 35 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 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.

General Education Requirement

The general education requirements at the University of Jamestown's College of Graduate and Professional Studies represent the faculty's best judgment regarding the knowledge and skills that any person educated at the bachelor's level should have. We believe that a broad general education program including exposure to diverse academic disciplines helps students in many ways. For example, such a program:

1. Provides students with information that assists them in choosing a major or minor area of study
2. Encourages students to interact with faculty members and students outside their own disciplines
3. Stimulates students to think about issues and ideas of which they were previously unaware
4. Enables students to make cross- disciplinary connections
5. Prepares students to better understand written and oral discussions in which they will participate.

In addition to supporting these wider goals, however, our general education program is designed to help students meet eleven more specific outcomes that we deem important for college-educated people:

1. *Aesthetic Awareness*: Graduates will recognize the role of aesthetic expression in daily life.
2. *Christian Literacy*: Graduates will describe the basic tenets of the historic Christian faith and can explain the implications of those tenets for ethical living.

3. *Cultural and Social Literacy*: Graduates will demonstrate a basic level of knowledge of the social sciences and humanities.
4. *Ethical Literacy*: Graduates will describe and compare several major ethical theories and concepts to explain how these theories apply to particular issues, contexts, and communities.
5. *Global Awareness*: Graduates will develop a broad world view and demonstrate knowledge of global issues and other nations and cultures.
6. *Information Literacy*: Graduates will identify, evaluate, and apply information resources to specific tasks and use the appropriate citation method for their discipline.
7. *Quantitative Literacy*: Graduates will perform mathematical computations and identify and draw inferences from relevant quantitative information.
8. *Scientific Literacy*: Graduates will apply fundamental scientific principles and methods of inquiry and recognize the impact of scientific research and technology on individuals and the world.
9. *Oral communication*: Graduates will communicate effectively orally.
10. *Written Communication*: Graduates will communicate effectively in writing.
11. *Critical Thinking*: Graduates will be able to logically evaluate evidence, analyze and synthesize information from multiple sources, and reflect on varied perspectives.

Tuition

- *Behavioral Health*
 - Students must complete 43 credit hours, at \$330 per credit, to complete the program. The other 81 credits required for graduation with a Bachelor of Arts should be completed in the form of general education, transfer credits, and/or CLEP tests.
- *Business Studies*
 - Students must complete 36 credit hours, at \$330 per credit, to complete the program. The other 88 credits required for graduation with a Bachelor of Arts should be completed in the form of general education, transfer credits, and/or CLEP tests.

- *Business Studies - Banking*
 - Students must complete 39 credit hours, at \$330 per credit, to complete the program. The other 85 credits required for graduation with a Bachelor of Arts should be completed in the form of general education, transfer credits, and/or CLEP tests.
- *Business Studies - Industrial Management*
 - Students must complete 43 credit hours, at \$330 per credit, to complete the program. The other 81 credits required for graduation with a Bachelor of Arts should be completed in the form of general education, transfer credits, and/or CLEP tests.
- *RN to BSN*
 - Students in UJ's online BSN program pay \$330 per credit hour in tuition (or \$297 if they work for a UJ Business Partner). Students also pay \$550 for their clinical fees, a \$30 technology fee each semester, and \$150 fee upon graduation to cover the costs of their diplomas, regalia, and the celebration, but will pay no other fees at UJ. Before you ever enroll at UJ, your admissions counselor and our Program Director will complete a transcript evaluation and plan of study and let you know what your degree will cost.
- *Communication Studies*
 - Students must complete 36 credit hours, at \$330 per credit, to complete the program. The other 88 credits required for graduation with a Bachelor of Arts should be completed in the form of general education, transfer credits, and/or CLEP tests.

Bachelor of Arts General Education Requirements

| | | | | |
|---|---------------------|----------|----------------------------------|---------------------|
| <i>Communication Skills</i> | Credit Hours | BEHL 470 | Psychology of Gender and Culture | 3 |
| | | | | Subtotal: 31 |
| Composition & Communication | 6 | | | |
| English Composition | 3 | | | |
| <i>Cultural & Social Heritage</i> | | | | |
| Art, Music, or Theatre | 3 | | | |
| Leadership | 3 | | | |
| Psychology, Sociology, or Political Science | 3 | | | |
| Religion | 3 | | | |
| <i>Moral & Civic Education</i> | | | | Subtotal: 12 |
| American Government or History | 3 | | | Subtotal: 43 |
| Ethics | 3 | | | |
| Global Perspectives | 3 | | | |
| <i>Natural Science & Quantitative Reasoning</i> | | | | |
| Natural Science (with lab) | 4 | | | |
| Computer Science | 3 | | | |
| Mathematics | 3 | | | |
| Total Semester Credit Hours: 40 | | | | |

Choose four of the following courses:

| | | |
|----------|---|---|
| BEHL 192 | Psychology in the Workplace | 3 |
| BEHL 192 | Psychology in the Workplace | 3 |
| BEHL 285 | Introduction to Counseling Helping Skills | 3 |
| BEHL 341 | Medical Psychology | 3 |
| BEHL 380 | Public Health and Prevention | 3 |
| BEHL 405 | Clinical Psychology | 3 |
| BEHL 465 | Sports Psychology | 3 |
| BEHL 471 | Child Psychopathology | 3 |

Subtotal: 12**Subtotal: 43****Outcomes**

Students will:

1. Demonstrate a knowledge base in Psychology.
 - a. Describe key concepts, principles, and overarching themes in psychology
 - b. Develop a working knowledge of psychology's content domains
 - c. Describe applications of psychology
2. Demonstrate scientific inquiry and critical thinking.
 - a. Use scientific reasoning to interpret psychological phenomena
 - b. Demonstrate psychology information literacy
 - c. Engage in innovative and integrative thinking and problem solving
 - d. Interpret, design, and conduct basic psychological research
 - e. Incorporate sociocultural factors in scientific inquiry
3. Act ethically and socially responsibly in a diverse world.
 - a. Apply ethical standards to evaluate psychological science and practice
 - b. Build and enhance interpersonal relationships
 - c. Adopt values that build community at local,

Majors

Behavioral Health Major

Requirements

Core Courses

| | | |
|----------|--|---|
| PSYC 101 | General Psychology | 3 |
| BEHL 150 | Critical Thinking | 1 |
| PSYC 202 | Research Methods | 3 |
| BEHL 230 | Behavior Modification | 3 |
| BEHL 310 | Cognitive Psychology | 3 |
| PSYC 318 | Statistics for the Behavioral Sciences | 3 |
| BEHL 320 | Social Behavior | 3 |
| BEHL 335 | Biopsychology | 3 |
| BEHL 352 | Psychopathology | 3 |
| BEHL 460 | History of Psychology | 3 |

national, and global levels

4. Communicate effectively.
 - a. Demonstrate effective writing for different purposes
 - b. Exhibit effective presentation skills for different purposes
 - c. Interact effectively with others
5. Develop professionally.
 - a. Apply psychological content and skills to career goals
 - b. Exhibit self-efficacy and self-regulation
 - c. Refine project-management skills
 - d. Enhance teamwork capacity
 - e. Develop meaningful professional direction for life after graduation.

General Studies Major

Requirements

The student will choose one of the following models:

- Model A – complete 45 credits beyond the general education requirement including 15 credits each in three different topics. There must be a minimum of 9 credits of upper division in each of the three topics
- Model B – complete 42 credits beyond the general education requirements including 21 credits each in two different topics with a minimum of 15 credits of upper-division courses in each of the two topics.

Outcomes

Intended Student Learning Outcomes include:

- Students will demonstrate an understanding of major concepts, issues, and theories in the topic areas.
- Students will apply their knowledge and use standard practices of their topic areas.
- Students will clearly communicate, both orally and in written form, with respect to the standards of their topic areas.
- Students will understand the ethical issues and apply ethical standards of their topic areas.

Student accomplishment of these outcomes will be measured directly in individual courses through class projects, assignments, and exams as well as through the capstone/internship experience through supervisor assessment and student work. Follow-up surveys will alumni and employers will be used to assess the program and its ability to prepare students for the workplace. Other forms of assessment used by the university, including student surveys and course evaluations, also be administered, and used for continuous program improvement.

Business Studies Major

Requirements

Core Courses

| | | |
|----------|--|---|
| MATH 106 | Mathematical Applications for Management | 3 |
| CS 140 | Integrated Software Applications | 3 |
| ACCT 201 | Principles of Accounting I | 3 |
| ACCT 202 | Principles of Accounting II | 3 |
| BSST 311 | Management and Leadership of Organizations | 3 |
| BUSN 315 | Business Law I | 3 |
| BUSN 320 | Marketing | 3 |
| BUSN 321 | Business Management | 3 |
| CMST 321 | Business and Professional Communication | 3 |
| BUSN 351 | Financial Management | 3 |
| ECON 354 | Global Competition and Strategy | 3 |

Subtotal: 33

Choose one of the following courses:

| | | |
|----------|------------------------------|---|
| ECON 201 | Principles of Microeconomics | 3 |
| ECON 202 | Principles of Macroeconomics | 3 |

Subtotal: 3

Subtotal: 36

Outcomes

Students will:

1. Increase knowledge of critical management tools such as strategic planning.
2. Exhibit knowledge of the ethical responsibilities of business and apply them to leadership decisions.
3. Use enhanced collaboration, team building and

management skills to encourage better communication, delegation, and trust.

4. Demonstrate knowledge of the legal and economic environment of business.
5. Apply corporate social responsibility in the business environment.
6. Describe management and understand the planning function of management.
7. Analyze, classify, summarize, record, and report financial information.
8. Identify the cultural dimensions influencing communication competence within a diverse workplace.
9. Analyze how market forces influence the firm's output and price decisions under pure competition.

Business Studies: Banking Major

Requirements

Core Courses

| | | |
|----------|-----------------------------------|---|
| ACCT 201 | Principles of Accounting I | 3 |
| ACCT 202 | Principles of Accounting II | 3 |
| ECON 201 | Principles of Microeconomics | 3 |
| ECON 202 | Principles of Macroeconomics | 3 |
| BSST 302 | Principles of Banking | 3 |
| BSST 312 | Financial Statements and Analysis | 3 |
| COMM 312 | Writing in the Professions | 3 |
| BUSN 315 | Business Law I | 3 |
| BUSN 321 | Business Management | 3 |
| BSST 323 | Credit Underwriting | 3 |
| BSST 333 | Banking Regulation and Compliance | 3 |
| BSST 431 | Banking Capstone and Internship | 3 |

Subtotal: 36

Choose one of the following courses:

| | | |
|----------|--|---|
| BSST 416 | Agricultural Finance and Price Risk Analysis | 3 |
| BSST 423 | Asset and Liability Management | 3 |

Subtotal: 3

Subtotal: 39

Outcomes

Students will:

1. Demonstrate knowledge of the core areas of the banking industry.
2. Demonstrate effective communication skills.
3. Be able to discuss the regulatory environment in which banks operate.
4. Demonstrate the ability to make decisions based on financial data.
5. Apply the information learned in courses in a banking setting.

Business Studies: Industrial Management Major

Requirements

Core Courses

| | | |
|----------|----------------------------------|---|
| ACCT 201 | Principles of Accounting I | 3 |
| ACCT 202 | Principles of Accounting II | 3 |
| MATH 205 | Statistics | 3 |
| ACCT 311 | Cost/Managerial Accounting | 4 |
| COMM 320 | Organizational Communication | 3 |
| BUSN 321 | Business Management | 3 |
| BUSN 351 | Financial Management | 3 |
| BUSN 370 | Production/Operations Management | 3 |
| BSST 340 | Quality Management | 3 |

Subtotal: 25

Choose one of the following courses:

| | | |
|----------|------------------------------|---|
| ECON 201 | Principles of Microeconomics | 3 |
| ECON 202 | Principles of Macroeconomics | 3 |

Subtotal: 3

Choose one of the following courses:

| | | |
|--------|----------------------------------|---|
| CS 140 | Integrated Software Applications | 3 |
| CS 240 | Advanced Office Applications | 3 |

Subtotal: 3

Choose three of the following courses:

| | | |
|----------|-----------------------------|---|
| BUSN 322 | Human Resource Management | 3 |
| BSST 371 | Supply Chain Management | 3 |
| BSST 375 | Process Improvement Methods | 3 |

| | | | |
|--------|------------------------------------|---------------------|--|
| CS 390 | Special Topics: Project Management | 3 | |
| | | Subtotal: 9 | |
| | | Subtotal: 40 | |

Outcomes

Students will:

1. Communicate in written, oral, and graphical mediums.
2. Demonstrate leadership and co-working abilities within a multidisciplinary team.
3. Understand and utilize ethics in decision-making.
4. Utilize statistical and numerical methods in identifying problems and analyzing business decisions.
5. Identify and test solutions using measurements and analytical methods.
6. Demonstrate an awareness of current issues in industrial management.

RN to BSN Major

Requirements

RN to BSN

RN students admitted to the University of Jamestown must meet the same criteria and adhere to the same policies as traditional students. All students in the Bachelor of Science in Nursing program must fulfill the same academic requirements for graduation. In addition, the RN student's current unencumbered license will be verified prior to granting full admission.

Prior to admission to the program, all official transcripts will be reviewed by the Director of the RN to BSN Program. Through collaboration with the University Registrar and the Nursing Department Chair, placement within the nursing program is determined and the applicant is notified.

General education requirements can be met by: 1) approved transfer of previously earned college credit, 2) validation with CLEP written examinations as per university policy, 3) validation by approved departmental challenge examinations, and 4) enrollment in the courses at the University of Jamestown or another approved

college/university.

Course Sequence for a RN to BSN Major
Nursing course cohorts begin in the summer.

Course Title (credits)

Nrsg 497 Nursing Research (2)

Summer Session A

8 weeks

Nrsg 427 Nursing as a Profession (2)

Summer Session B

8 weeks

Nrsg 425 Community Health Nursing (6)

Fall Session

16 weeks

(RN licensure is necessary)

Nrsg 426 Nursing Leadership/Management (7)

Spring Session

16 weeks

(RN licensure is necessary)

*These are the nursing specific courses that need to be completed by many RN to BSN candidates. Each applicant's experience and varying RN program coursework is reviewed to determine if each nursing course is necessary and/or if partial credit may be awarded based on an experience portfolio. Some transfer students must complete certain general education courses in addition to these nursing courses. A grade of C- or higher must be earned in all nursing courses.

Communication Studies Major

Requirements

Required Courses

| | | | |
|----------|--|---|--|
| COMM 101 | Introduction to Communication Studies | 3 | |
| CMST 133 | Introduction to Visual Communication | 3 | |
| COMM 220 | Interpersonal Communication | 3 | |
| COMM 250 | Academic Research and Writing | 3 | |
| COMM 301 | Communication Theory | 3 | |
| BSST 311 | Management and Leadership of Organizations | 3 | |
| CMST 316 | Group and Team Communication | 3 | |
| COMM 318 | Computer Mediated Communication | 3 | |
| COMM 320 | Organizational Communication | 3 | |

| | | |
|----------|---|---|
| CMST 321 | Business and Professional Communication | 3 |
| COMM 370 | Diversity Communication | 3 |
| COMM 405 | Conflict Management and Mediation | 3 |

Subtotal: 36**Outcomes**

Students will:

1. Write correctly and clearly in forms and styles appropriate to the audiences and purposes they serve.
2. Communicate orally ideas to an audience in its intellectual, emotional, and aesthetic entirety.
3. Demonstrate emotional intelligence of the diversity of peoples and cultures and the role of communication in a global society.
4. Utilize critical thinking in the application of the communication process as a responsible member of society.
5. Demonstrate leadership and team interaction skills.
6. Integrate research and theory in the skills of communication.
7. Demonstrate interpersonal skills.

Minors**Business Studies Minor****Requirements**

Core Courses

| | | |
|----------|----------------------------|---|
| BUSN 315 | Business Law I | 3 |
| BUSN 321 | Business Management | 3 |
| BUSN 322 | Human Resource Management | 3 |
| BUSN 330 | Sales and Sales Management | 3 |
| BUSN 351 | Financial Management | 3 |
| COMM 370 | Diversity Communication | 3 |

Subtotal: 18

Choose two of the following courses:

| | | |
|----------|-----------------------------------|---|
| ACCT 201 | Principles of Accounting I | 3 |
| ECON 201 | Principles of Microeconomics | 3 |
| BUSN 370 | Production/Operations Management | 3 |
| COMM 405 | Conflict Management and Mediation | 3 |

Subtotal: 6**Subtotal: 24****Outcomes**

Students will:

1. Exhibit knowledge of the ethical responsibilities of business and apply them to leadership decisions.
2. Use enhanced collaboration, team building and management skills to encourage better communication, delegation, and trust.
3. Students will demonstrate knowledge in the functional areas of business.
4. Identify the cultural dimensions influencing communication competence within a diverse workplace.
5. Demonstrate knowledge of the legal and economic environment of business.

Communication Studies Minor**Requirements**

Core Courses

| | | |
|----------|---------------------------------------|---|
| COMM 101 | Introduction to Communication Studies | 3 |
| COMM 305 | Cross-Cultural Communication | 3 |
| COMM 370 | Diversity Communication | 3 |
| COMM 405 | Conflict Management and Mediation | 3 |

Subtotal: 12

Choose two of the following courses:

| | | |
|----------|------------------------------------|---|
| COMM 112 | Mass Media and Society | 3 |
| COMM 220 | Interpersonal Communication | 3 |
| COMM 228 | Online Journalism and Social Media | 3 |
| COMM 301 | Communication Theory | 3 |
| COMM 312 | Writing in the Professions | 3 |
| COMM 318 | Computer Mediated Communication | 3 |

Subtotal: 6**Outcomes**

Students will:

1. Demonstrate interpersonal skills.
2. Utilize critical thinking in the application of the communication process as a responsible member of

society.

3. Write correctly and clearly in forms and styles appropriate to the audiences and purposes they serve.
4. Communicate orally ideas to an audience in its intellectual, emotional, and aesthetic entirety.
5. Demonstrate emotional intelligence of the diversity of peoples and cultures and the role of communication in a global society.

UJ Accelerated

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: Digital Marketing and Analytics, Law Enforcement Leadership, Project Management, Psychology for Health Care Professionals

Graduate Certificates: Business Leadership, Healthcare Leadership, Law Enforcement Leadership, Non-Profit Leadership, Sports Leadership

Certificates

Undergraduate Certificates

Digital Marketing and Analytics Undergraduate Certificate

Required Courses

| | | |
|----------|----------------------------------|---|
| BSST 361 | Storytelling and Video Marketing | 3 |
| BSST 362 | Social Media Marketing | 3 |
| BSST 363 | Digital Marketing Ads | 3 |
| BSST 364 | Digital Marketing and Analytics | 3 |

Subtotal: 12

Outcomes

Students will:

1. Demonstrate the ability to use different kinds of digital marketing techniques to promote a brand or company.
2. Create a digital marketing campaign that uses a variety of methods for reaching potential consumers and generate sales.
3. Assess the effectiveness of a digital marketing campaign.

Law Enforcement Leadership Undergraduate Certificate

Required Courses

| | | |
|----------|--|---|
| LDRS 360 | Community Engagement in 21st Century Policing | 3 |
| LDRS 361 | Law Enforcement Response to Mental Health & Officer Wellness | 3 |
| LDRS 362 | Critical Leadership Issues in Policing | 3 |
| LDRS 363 | Crisis Management Leadership in Policing | 3 |

Subtotal: 12

Outcomes

Students will:

1. Understand the influence of ethics and values on leadership and articulate personal motivating values.
2. Investigate leadership concepts including theories/skills, power, justice/forgiveness, diversity, global ethics, situational influence, and creativity.
3. Engage in academic and practical research within the field of law enforcement leadership.

Project Management Undergraduate Certificate

Required Courses

| | | |
|----------|------------------------------------|---|
| BSST 341 | Introduction to Project Management | 3 |
| BSST 342 | Project Planning | 3 |

| | | |
|----------|--|---|
| BSST 343 | Project Execution, Monitoring, and Control | 3 |
| BSST 344 | Advanced Project Management Practicum | 3 |

Subtotal: 12

Outcomes

Students will:

1. Critically assess the application of waterfall and agile methodologies for different projects within a business context, and justify their decisions as well as any associated financial investment.
2. Construct detailed project plans that take into account scope, resource constraints, dependencies and quality assurance.
3. Ensure quality of execution for a given project and execute projects that adapt to changing circumstances.
4. Demonstrate adaptable project management skills with an extensive simulated project, and articulate ethics and scalability considerations.

Psychology for Health Care Professionals Undergraduate Certificate

Required Courses

| | | |
|----------|------------------------------|---|
| PSYC 101 | General Psychology | 3 |
| BEHL 341 | Medical Psychology | 3 |
| BEHL 380 | Public Health and Prevention | 3 |
| PSYC 203 | Developmental Psychology | 3 |

Subtotal: 12

Outcomes

Students will:

1. Demonstrate familiarity with the key theoretical perspectives, concepts, and empirical findings in psychology, particularly as they related to health care fields.
2. Apply psychological principles to individuals, organizations, and systems in health care settings.
3. Be able to discuss the biopsychosocial model for health care and its application in a professional setting.
4. Assess and critique research related to health care and

psychology.

Graduate Certificates

Business Leadership Graduate Certificate

Required Courses

| | | |
|----------|---|---|
| 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.

Healthcare Leadership Graduate Certificate

Required 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 |

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.

Law Enforcement Leadership Graduate Certificate

Required Courses

| Courses | | |
|---------------------|--|---|
| LDRS 560 | Community Engagement in 21st Century Policing | 3 |
| LDRS 561 | Response to Mental Health and Officer Wellness as a Law Enforcement Organization | 3 |
| LDRS 562 | Critical Leadership Issues in Policing | 3 |
| LDRS 563 | Crisis Management Leadership in Policing | 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.
3. Engage in academic and practical research within the

field of law enforcement leadership.

Non-Profit Leadership Graduate Certificate

Required Courses

| | | |
|---------------------|-----------------------------------|---|
| LDRS 500 | Foundations of Leadership | 3 |
| LDRS 508 | Strategy of Non Profit Leadership | 3 |
| LDRS 611 | Grant Writing | 3 |
| LDRS 612 | Justice and Forgiveness | 3 |
| Subtotal: 12 | | |

Outcomes

Students will:

1. Understand the influence of ethics and values on leadership, articulate personal motivating values, and evaluate decisions made in light of that understanding.
2. Master leadership concepts including theories/skills, power, justice/forgiveness, diversity, global ethics, situational influence, and creativity and apply them in a non-profit context.
3. Engage in academic and practical research within the field of non-profit leadership.

Sports Leadership Graduate Certificate

Required Courses

| | | |
|---------------------|---|---|
| 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.

Graduate Programs

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.

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.

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 by a licensed physical therapist
- 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 | | | Biology, Zoology Botany not accepted | |
|---------------------------------|--|---|-------------------------------------|------------------------|---|---|----------------------|
| 8 Total Semester Hours | Human Anatomy and Physiology I with Lab | Human Anatomy and Physiology IOR | BIOL 208 | 8 Total Semester Hours | General Chemistry I with Lab | General Chemistry I | CHEM 133 |
| | Human Anatomy with Lab | Human Anatomy <i>Either option MUST be completed in biology, neuroscience, anatomy, or integrated physiology department</i> | | 8 Total Semester Hours | General Chemistry II with Lab | General Chemistry II, Biochemistry, Inorganic Chemistry, Organic Chemistry | CHEM 134 |
| | | | | | Physics I with Lab | Physics I | PHYS 143 or PHYS 203 |
| | | | | | Physics II with Lab | Physics II | PHYS 144 or PHYS 204 |
| | Human Anatomy and Physiology II with Lab | Human Anatomy and Physiology IIR | BIOL 209 | 3 Total Semester Hours | General Psychology | General Psychology | PSYC 101 |
| | Human Physiology with Lab | Human Physiology <i>Either option MUST be completed in biology, neuroscience, anatomy, or integrated physiology department</i> | | 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 |
| 8 Total Semester Hours | General Biology I with Lab | Cell Biology or General Biology I | BIOL 150 | Program Costs | | | |
| | General Biology II with Lab | Cell Biology, Embryology, General Biology II, Genetics, Histology, Immunology, Microbiology, Molecular | BIOL 151 | First Year | | | |

| | |
|---|------------|
| Tuition, 43 credits | \$30,530 |
| Technical and Professional Fees: | |
| - Professional Membership (APTA) | \$80 |
| - Technology/Activity | \$100 |
| - Clinical Education | \$180 |
| - ExamSoft Software | \$80 |
| - Background Check (not UJ charge) | \$75 |
| Student Equipment Kit (first year only) | \$200 |
| Room and Board† | \$14,500 |
| Books and Supplies† | \$2,100 |
| Transportation† | \$2,250 |
| Miscellaneous/Personal† | \$2,250 |
| Subtotal: | \$52,345** |

Second Year

| | |
|------------------------------------|------------|
| Tuition, 43 credits | \$30,530 |
| Technical and Professional Fees: | |
| - Professional Membership (APTA) | \$80 |
| - Technology/Activity | \$100 |
| - Clinical Education | \$180 |
| - ExamSoft Software | \$80 |
| - Background Check (not UJ charge) | \$75 |
| Room and Board† | \$14,500 |
| Books and Supplies† | \$2,100 |
| Transportation† | \$2,250 |
| Miscellaneous/Personal† | \$2,250 |
| Subtotal: | \$52,145** |

Third Year

| | |
|------------------------------------|------------|
| Tuition, 32 credits | \$23,430 |
| Technical and Professional Fees: | |
| - Professional Membership (APTA) | \$80 |
| - Technology/Activity | \$100 |
| - Clinical Education | \$180 |
| - ExamSoft Software | \$80 |
| - Background Check (not UJ charge) | \$75 |
| - Graduation Fee | \$100 |
| Room and Board† | \$10,800 |
| Books and Supplies† | \$1,400 |
| Transportation† | \$1,500 |
| Miscellaneous/Personal† | \$1,500 |
| Subtotal: | \$39,245** |

†Amounts estimated based on student surveys.

Basic Tuition

*Tuition for students during the 2021-2022 academic year is \$710 per credit, with typical annual tuition rate increases of about 4%, but subject to change. Basic tuition does not cover items listed in Professional Fees below. Tuition, and other costs, are subject to revision by the University on an annual basis.

Books

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

Professional Fees

Includes Technology, APTA Membership, ExamSoft, Exxat, 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.

Requirements

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

Program Requirements in order to Graduate

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

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

Required Courses

| | | |
|--------|---|---|
| PT 711 | Human Anatomy for Physical Therapy | 4 |
| PT 712 | Physiology, Pathology, & Pharmacology I | 4 |
| PT 713 | Physiology, Pathology, & Pharmacology II | 4 |
| PT 741 | Clinical Assessment I | 4 |
| PT 742 | Clinical Assessment II | 4 |
| PT 751 | Theory of Exercise | 2 |
| PT 752 | Biomechanics and Kinesiology | 4 |
| PT 753 | Therapeutic Interventions | 4 |
| PT 769 | Evidence-Based Practice I | 2 |
| PT 781 | Clinical Ed Theory I "Introduction to Physical Therapy" | 1 |
| PT 782 | Clinical Ed Theory II "Preparing for Clinical Experience" | 2 |
| PT 783 | Clinical Ed Theory III "PTA Partnership and Disability Awareness" | 1 |
| PT 784 | Clinical Ed Theory IV "Communication in Physical Therapy" | 1 |
| PT 785 | Clinical Ed Theory V "Preparing for the Profession" | 1 |
| PT 830 | Geriatrics for Physical Therapy | 2 |
| PT 851 | Neuroscience for Physical Therapy | 4 |
| PT 852 | Acute Care for Physical Therapy | 2 |
| PT 853 | Cardiopulmonary Physical Therapy | 3 |

| | | |
|--------|---|----|
| PT 854 | Integument for Physical Therapy | 2 |
| PT 861 | Musculoskeletal I | 4 |
| PT 862 | Musculoskeletal II | 4 |
| PT 871 | Evidence-Based Practice II | 2 |
| PT 872 | Evidence-Based Practice III | 2 |
| PT 881 | Clinical Experience I | 6 |
| PT 882 | Clinical Experience II | 6 |
| PT 883 | Clinical Experience III | 6 |
| PT 884 | Clinical Experience IV (12 weeks) | 12 |
| PT 891 | Communication in Physical Therapy | 2 |
| PT 892 | Health and Wellness in Physical Therapy | 2 |
| PT 893 | Advanced and Specialty Topics | 1 |
| PT 894 | Clinical Imaging for Physical Therapy | 2 |
| PT 895 | Comprehensive Case Management | 2 |
| PT 930 | Administration for Physical Therapy | 2 |
| PT 941 | Physical Rehabilitation I | 4 |
| PT 942 | Physical Rehabilitation II | 4 |
| PT 961 | Pediatrics for Physical Therapy | 4 |
| PT 970 | Physical Therapy Seminar | 1 |

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

PT 884: 12 weeks

Essential Function Requirements

Participation in the Doctor of Physical Therapy Program requires that each student possess the ability to meet the Essential Function Requirements of the program.

1. Observation Skills

- Each student must be able to participate actively in all demonstrations and laboratory exercises throughout the curriculum.
- Each student must be able to accurately make observations both near and at a distance.
- Observation and information acquisition requires the functional use of vision and sense of touch and is enhanced by the functional use of all of the other senses.

2. Communication Skills

- Each student must be able to communicate effectively and sensitively with patients in order to elicit information, describe changes in mood, activity and

posture, and assess nonverbal communications.

- Each student must be able to effectively and efficiently transmit information in verbal and written form to patients, fellow students, faculty, staff, and all members of the healthcare team.
- Each student must possess required communication skills, which include speaking, reading, and writing, as well as the observation skills described above.

3. Motor Skills

- Each student must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers.
- Each student must be capable of performing basic laboratory tests, possess all skills necessary to carry out diagnostic procedures, and execute the motor movements reasonably required to provide general care and emergency treatment to patients.
- Each student must have sufficient postural control, neuromuscular control and eye-to-hand coordination to perform profession-specific skills and tasks (for example, move at least 50 pounds vertically and horizontally).

4. Intellectual-Conceptual, Integrative, and Quantitative Abilities

- Each student must be able to measure, calculate reason, analyze, and synthesize. Problem solving, the critical skill demanded of physical therapists, requires all of these intellectual abilities.
- Each student must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.
- Each student must have the capacity to perform these problem-solving skills in a timely fashion.

5. Behavioral and Social Attributes

- Each student must be able to fully utilize his or her intellectual abilities and exercise good judgment. Prompt completion of all responsibilities attendant to the diagnosis and care of patients is required.
- Each student must be capable of developing mature, sensitive and effective relationships with patients and others.

- Each student must also be able to tolerate taxing workloads, function effectively under stress, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many patients.
- Each student must have compassion, integrity, concern for others, effective interpersonal skills, willingness and ability to function as an effective team player, and interest and motivation to learn.

6. Professional Behaviors and Conduct

- Each student must possess the ability to reason morally and practice in an ethical manner.
- Each student must be willing to learn and abide by professional standards of practice.
- Each student must possess attributes consistent with the seven core values (accountability, altruism, compassion, caring, excellence, integrity, professional duty, social responsibility), and the Code of Ethics for the Physical Therapist, and in addition demonstrate empathy, honesty, and tolerance.
- Each student must be able to engage in patient care delivery in all settings and be able to deliver care to all patient populations including but not limited to children, adolescents, adults, developmentally disabled persons, medically compromised patients, and vulnerable adults.
- Each student must practice safely, ethically, and legally.

Students with disabilities are expected to perform all the essential functions of the Program with or without reasonable accommodation. The University will work with each student and the respective campus disability office to provide, if possible, reasonable accommodations. While the University will make every effort to work with our students with disabilities to accommodate their disability-related needs, it is important to note we are not required to provide requested accommodations that would fundamentally alter the essential qualifications, functions, technical standards, or other academic requirements of the Program, or result in an undue financial or administrative burden.

Students who may not meet the Essential Function Requirements must inform the Director of the Physical Therapy Program, who will then contact the Provost. The Provost, in consultation with the Director of the Physical Therapy Program will identify and discuss what

accommodations, if any, the University (Program) would need to make that would allow the candidate to complete the curriculum.

The University (Program) is not able to grant accommodations that alter the educational standards of the curriculum. Students must meet the Essential Function Requirements for the duration of enrollment in their professional program.

The essential functions outlined above have been formulated based on the mission, vision statement, and goals of the Program and the University; the guidelines of the Commission on Accreditation for Physical Therapy Education of the American Physical Therapy Association; Professional Behaviors for the 21st Century; the Guide to Physical Therapy Practice 3.0; the Normative Model of Physical Therapist Education; the APTA Guide for Professional Conduct; and the Code of Ethics for the Physical Therapist. In addition, although not serving as a primary basis for this document, several policy statements from other universities were reviewed by the Essential Functions Committee of the Program in Physical Therapy to provide a framework for the organization of this document.

Professional Behavior Expectations

Students will strictly adhere to the Code of Ethics for the Physical Therapist and the APTA Core Values for the Physical Therapist and Physical Therapist Assistant. The Program will use the Professional Behaviors Assessment adopted from Marquette University as a guide for student professional development. Each student will meet once a semester with his or her advisor to review his or her professional behavior. Before meeting with his or her advisor each student will:

1. Read the description of each Professional Behavior.
2. Become familiar with the behavioral criteria described in each of the levels.
3. Complete the self-assessment electronic form of his or her performance, relative to the Professional Behaviors.
4. Meet with his or her advisor, review, and discuss the form.
5. The student may have to make changes and re-submit another copy.
6. Once the advisor and the student reach an agreement and the form is complete, submit in Tk20.

7. This completed form, along with advisor comments on a Student Encounter Form, are kept in the student’s file, secured in a locked file cabinet in the File Room.

If there are significant problems, as identified by the student’s advisor:

- The student and his or her advisor will develop a Professional Behavior Action Plan.
- The student and his or her advisor will continue to review the Professional Behavior Action Plan until the problem is resolved or criteria is met.
- All Professional Behavior Action Plans met are kept in the student’s file, locked in a file cabinet in the File Room.
- If a student does not meet the Professional Behavior Action Plan, he or she will be on Program probation.

Students are guests at clinical sites. Safety, professional behavior, accountability, and communication are considered foundational elements in clinical practice and expected at all times.

Students are required to be members of the American Physical Therapy Association (APTA), and they will strictly adhere to the Code of Ethics for the Physical Therapist and the Guide for Professional Conduct.

Risks and Precautions

Students may participate in clinical activities that may have certain inherent risks associated with them. There are potential risks associated in working with patients/clients and therapeutic equipment. The University of Jamestown Physical Therapy Program considers the safety of students, faculty, and patients/clients essential, and thereby includes safe practice education in all assessment and skill courses.

Subtotal: 118

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 892 | Health and Wellness in Physical Therapy | 2 |
| PT 781 | Clinical Ed Theory I "Introduction to Physical Therapy" | 1 | PT 941 | Physical Rehabilitation I | 4 |
| | | | | Subtotal: 13 | |
| | | Subtotal: 15 | | | |
| | | | Summer | | |
| Spring | | | First 6 weeks | | |
| PT 712 | Physiology, Pathology, & Pharmacology I | 4 | PT 854 | Integument for Physical Therapy | 2 |
| PT 742 | Clinical Assessment II | 4 | PT 894 | Clinical Imaging for Physical Therapy | 2 |
| PT 751 | Theory of Exercise | 2 | PT 930 | Administration for Physical Therapy | 2 |
| PT 753 | Therapeutic Interventions | 4 | | | |
| PT 782 | Clinical Ed Theory II "Preparing for Clinical Experience" | 2 | Second 6 weeks | | |
| | | | PT 883 | Clinical Experience III | 6 |
| | | Subtotal: 16 | | Subtotal: 12 | |
| Summer | | | | | |
| First 6 weeks | | | Third Year | | |
| PT 881 | Clinical Experience I | 6 | Fall | | |
| Second 6 weeks | | | PT 785 | Clinical Ed Theory V "Preparing for the Profession" | 1 |
| PT 783 | Clinical Ed Theory III "PTA Partnership and Disability Awareness" | 1 | PT 872 | Evidence-Based Practice III | 2 |
| PT 853 | Cardiopulmonary Physical Therapy | 3 | PT 862 | Musculoskeletal II | 4 |
| PT 871 | Evidence-Based Practice II | 2 | PT 942 | Physical Rehabilitation II | 4 |
| | | | PT 961 | Pediatrics for Physical Therapy | 4 |
| | | Subtotal: 12 | | Subtotal: 15 | |
| Second Year | | | Spring | | |
| Fall | | | PT 884 | Clinical Experience IV (12 weeks) | 12 |
| First 10 weeks | | | PT 894 | Clinical Imaging for Physical Therapy | 2 |
| PT 713 | Physiology, Pathology, & Pharmacology II | 4 | PT 895 | Comprehensive Case Management | 2 |
| PT 851 | Neuroscience for Physical Therapy | 4 | Final Week | | |
| PT 852 | Acute Care for Physical Therapy | 2 | PT 970 | Physical Therapy Seminar | 1 |
| PT 891 | Communication in Physical Therapy | 2 | | Subtotal: 118 | |
| Last 6 weeks | | | Program Policies | | |
| PT 882 | Clinical Experience II | 6 | Academic Standards | | |
| | | Subtotal: 18 | | 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. | |
| Spring | | | Readmission after PT Course Failure | | |
| PT 784 | Clinical Ed Theory IV "Communication in Physical Therapy" | 1 | | A student does not continue in the Program after receiving | |
| PT 830 | Geriatrics for Physical Therapy | 2 | | | |
| PT 861 | Musculoskeletal I | 4 | | | |

one D or F in a physical therapy course. The student will have to repeat and pass the failed course the next time it is offered. A student who fails a physical therapy course is strongly advised to work with their advisor to formulate a plan outlining actions to facilitate successful course completion.

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

Probation

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

A student may be placed on probation when the student does not meet the Professional Behavior Action Plan guidelines. A student will have one semester to meet the Professional Behavior Action Plan guidelines. If after that semester the guidelines are not met, the student may be subject to dismissal from the Program. A student may be unable to attend a clinical experience (PT 881, PT 882, PT 883, or PT 884) while on probation.

Examinations and Quizzes

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

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

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

Types of Examinations

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

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

1. Written Examinations

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

2. Practical Examinations

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

Retaking a Practical Examination

Prior to the practical reexamination, the student must meet with the faculty member teaching the course to identify deficiencies and to develop strategies to master the material. The format of the practical reexamination is at the discretion of the faculty member teaching the course. The format, however, will be the same for every student that needs to take a specific practical reexamination. Only one reexamination per practical examination will be allowed per student. The faculty member teaching the course and one additional faculty member will give the reexamination. The skills and knowledge to perform adequately and safely on practical examinations are critical to the practice of physical therapy. For that reason, if a student fails a given practical examination twice, that student will fail the course and may be subject to dismissal from the Program.

Grading Scale

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

- A: 92 – 100%
- B: 84 – 91%

C: 76 – 83%
 D: 68 – 75%
 F: 0 – 67%

Incompletes

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

Volunteer Service Hours

All DPT students are required to complete a minimum of 50 hours of volunteer service during their enrollment in the program. Volunteer service is any activity that serves others in the community, and the student does not receive any financial compensation. Students may earn volunteer hours by serving the community (i.e., working at HERO, or helping a community member with their home exercises), the program (i.e., being a Student Teaching Assistant), and their profession (i.e., as a UJPTSO class officer). See Program Resources in MyUJ for complete details. These hours are tracked using the form: UJPT Documentation of Volunteer Experience Hours. Student participation is tracked as part of PT 785 Clinical Education Theory V.

Passing a PEAT

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

Taking the NPTE Prior to Graduation

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

1. Participate in NPTE Preparatory course provided by UJPT
2. Pass the first PEAT that is provided by the program (through FSBPT, the Academic PEAT)
3. Be in good academic standing:

- Coursework GPA above 3.0
- Pass all clinical experiences to date, without remediation
- Not currently on an academic action plan or probationary status

4. Approval from the Program Director and the core faculty

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

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

Students that do not meet the requirements may appeal to the PD and will be considered on an individual basis. To appeal, the student must email the PD and explain why they believe they should be allowed to take the NPTE. Supporting evidence should be included in the explanation. The email must be received no later than one week after taking the PEAT. A decision will be made by the PD no later than one week after receipt of the email appeal.

Graduation

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

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

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

Graduation Rate

The following information is provided in accordance with Public Law 101-542, the "Student Right to Know Act" and by CAPTE. The most recent graduation rate for the

Physical Therapy Programs are posted on the Program website under Graduate Outcomes tab

Graduation Fee

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

Health Policies

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

- Good health statement: dated and signed statement from provider (physician, NP, PA) verifying that the student has been examined and found to be in good health for participation in the Physical Therapy Program. This statement is required one time, prior to entering the program, unless the student has experienced a change in health status, in which case a new statement of good health for participation will be necessary.
- Three Hepatitis B Vaccinations or report of a positive antibody titer (blood draw)
- MMR vaccinations (measles, mumps, rubella).
- Varicella vaccination or evidence of serologic evidence of immunity (blood draw)
- Tdap (tetanus, diphtheria, pertussis) vaccination within the past 10 years.
- Seasonal influenza vaccination or documentation from primary health care provider if student is medically unable to receive influenza vaccination.
- COVID-19 Vaccination or completed University medical or religious exemption
- 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.

Violations of Law and Student Conduct Regulations

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

Academic Regulations

Student Attendance

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

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

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

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

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

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

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

Student Attendance and Professional Behaviors During Online Classes

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

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

1. Attendance during online classes is required.
2. Students are expected to be logged in and prepared for class by the scheduled start time. Everything you need for class should be ready at your work station.
3. Camera **MUST** be on, unless your instructor informs you that you can turn it off.
4. Audio should be muted, except when you are speaking with classmates or the instructor.
5. Position yourself in a way that you can view your screen, participate in class, and take notes as needed.
6. Do not move around the room or complete other tasks during class time. Anything that diverts your attention from class is unacceptable (i.e. talking to someone else in the room, viewing or listening to another device, playing with a pet, etc.)
7. Breaks will be provided for you to move around, use the bathroom, refill drinks, get a snack, etc.

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

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

Student Absentee Request Policy

A student requesting absence from his or her scheduled course(s) will submit a self-remediation plan via email to the faculty member(s) teaching the course(s) the student will be absent from with the information listed below. In the event the student is ill, the student will submit a self-remediation plan via email to the faculty member(s) teaching the course(s) upon return to class. All of the information below must be included in the email

to the faculty member(s) teaching the course(s):

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

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

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

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

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

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

Leave of Absence

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

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

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

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

- The reason for the request
 - The length of leave being requested
 - The student's proposed plan of remediation of the problem which necessitates withdrawal
- Because of the unique nature of such situations, each case will be handled individually. Once the decision has been made, the student will be notified in writing. The letter of

notification will include the following:

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

Appeal Process

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

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

Outcomes

Student and Graduate Goals and Expected Outcomes:

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

Expected Outcomes – Students and graduates will:

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

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

Expected Outcomes – Students and graduates will:

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

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

Expected Outcomes – Students and graduates will:

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

Program Goals and Expected Outcomes:

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

Expected Outcomes – The Program will:

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

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

Expected Outcomes – The Program will:

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

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

Expected Outcomes – The Program will:

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

Faculty Goals and Expected Outcomes:

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

Expected Outcomes – Faculty will:

- Demonstrate effective teaching.
- Integrate content expertise and current scientific evidence into teaching.

- Engage in professional development related to teaching and learning.

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

Expected Outcomes – Faculty will:

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

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

Expected Outcomes – Faculty will:

- Engage in service to the university and community.
- Demonstrate commitment to the physical therapy profession.

Master of Education in Teacher Leadership

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.

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.

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

Plan of Study

MTL Schedule of Courses for Summer Start Cohorts

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

| Semester | Course | Credits | |
|----------|--|---------|--|
| Summer | EDUC 540: Foundations of Educational Leadership EDUC 541: Technology and Student Information Systems | 33 | relationships with other classmates <ul style="list-style-type: none"> • 3 start options per year: January, May or August • Receive individual attention and advising • Interact with engaging faculty • Apply the skills you have acquired to your affiliated organization during a final project |
| Fall | EDUC 542: Leading Learning Organizations EDUC 543: Curriculum and Instruction for Learning | 33 | 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. |
| Spring | EDUC 544: Professional Development and Coaching EDUC 545: Influence of Social, Cultural, and Political Factors in Schools | 33 | |
| Summer | EDUC 546: Educational Research and Reflective Practice EDUC 547: Practicum in Teacher Leadership (110 hours in field) | 33 | |
| Fall | EDUC 548 Presentation and Publication EDUC 549 Advocating for Change | 33 | |

Admission and Costs

Application Information

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

Admission Information

The following are required for admission to the program:

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

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

Outcomes

Master of Arts in Leadership

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

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

Fall

| | |
|------------------------|----------------------------|
| Tuition, 6 credits | \$2,628 (\$438 per credit) |
| Fees (Tech/Activities) | - |
| Room and Board | - |
| Books and Supplies | \$400 |
| Transportation* | - |
| Miscellaneous* | - |
| Subtotal: | \$3,028 |

Spring

| | |
|------------------------|----------------------------|
| Tuition, 6 credits | \$2,628 (\$438 per credit) |
| Fees (Tech/Activities) | - |
| Room and Board | - |
| Books and Supplies | \$400 |
| Transportation* | - |
| Miscellaneous* | - |
| Subtotal: | \$3,028 |
| Summer | |
| Tuition, 6 credits | \$2,628 (\$438 per credit) |
| Fees (Tech/Activities) | - |
| Room and Board | - |
| Books and Supplies | \$400 |
| Transportation* | - |
| Miscellaneous* | - |
| Subtotal: | \$3,028 |

*Estimated costs based on student surveys

*Students enrolled in online courses are likely to have lower transportation costs

Transfer Credit Policy

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

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

Only courses in which students have earned a B or better are eligible for graduate transfer credit. Courses graded

only on a pass/fail basis will be transferred only if students can provide documented evidence that they performed at a B or better level in the course. University of Jamestown standards will be applied in determining the transferred courses and grades that will satisfy requirements.

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

Requirements

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

All students will take eight core courses when they start the program. After the completion of their core courses, students will choose between four tracks: Business Leadership, Non-Profit/NGO Leadership, Healthcare Leadership, and Sports Leadership. Students will then take three additional courses specific to their track. Finally, students will complete a major project (LDRS 699) where they apply the skills and knowledge they have acquired in the program to an organization with which they are affiliated. Students may choose to study abroad for an alternative to the practicum project. This will allow students to gain cross-cultural insight into careers in business, non-profit organizations, and various other vocations through interactions with foreign leaders.

Core Courses

| | | |
|----------|---|---|
| LDRS 500 | Foundations of Leadership | 3 |
| LDRS 502 | Organizational Theory | 3 |
| LDRS 501 | Research | 3 |
| LDRS 504 | Leadership Communication, Conflict Resolution and Negotiation | 3 |
| LDRS 505 | Diversity | 3 |
| LDRS 503 | Leadership Ethics | 3 |
| LDRS 507 | Public Policy | 3 |
| LDRS 610 | Servant/Transformational Leadership | 3 |

Business Leadership Track

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

Non-Profit Leadership Track

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

Healthcare Leadership Track

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

Sports Leadership Track

| | | |
|----------|---|---|
| LDRS 631 | Sports Fundraising and Financial Concepts | 3 |
| LDRS 510 | Sports Marketing, Promotion and Communication | 3 |
| LDRS 632 | Current Trends in Sports Leadership | 3 |
| LDRS 699 | Leadership Project/Practicum | 3 |

Plan of Study

Outcomes

1. Students will understand the influence of ethics and values on leadership and articulate personal motivating values within a personal philosophy of leadership.

- Students will define and explore different perspectives of values, ethics, and ethical leadership as they affect and apply to personal and organizational life.
- Students will engage in identifying and understanding personal strengths and weaknesses.
- Students will develop a personal philosophy of leadership that incorporates personal values and guiding actions.

2. Students will master leadership concepts including: theories/skills, power, justice/forgiveness, diversity, global ethics, situational influence, and creativity.

- Students will have a comprehensive understanding of servant leadership, including antecedent concepts such as justice and forgiveness, diversity, and ethics.
 - Students will explore the nature and practice of leadership in a wide variety of dynamic organizational and community settings.
 - Students will understand the complexities and processes of organizations through exposure to leadership and organizational theories.
3. Students will engage in academic and practical research within the field of leadership.
- Students will engage in coursework and practical projects that will strengthen research, analytical, and communication skills.
 - Students will conduct independent study and research aimed at implementing leadership ideas and strategies in real world contexts.
 - Students will complete a research capstone project utilizing academic research skills and practical application skills learned in the program.

Master of Education in Curriculum and Instruction

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

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)

| | |
|---------------------|----------------------------|
| Fall | |
| Tuition, 6 credits | \$1,830 (\$305 per credit) |
| Fees | \$0 |
| Room and Board* | \$6,000 |
| Books and Supplies* | \$400 |
| Transportation* | \$500 |
| Miscellaneous* | \$500 |
| Subtotal: | \$9,230 |

| | |
|---------------------|----------------------------|
| Spring | |
| Tuition, 6 credits | \$1,830 (\$305 per credit) |
| Fees | \$0 |
| Room and Board* | \$6,000 |
| Books and Supplies* | \$400 |
| Transportation* | \$500 |
| Miscellaneous* | \$500 |
| Subtotal: | \$9,230 |

| | |
|---------------------|----------------------------|
| Summer | |
| Tuition, 6 credits | \$1,830 (\$305 per credit) |
| Fees | \$0 |
| Room and Board* | \$5,625 |
| Books and Supplies* | \$400 |
| Transportation* | \$469 |
| Miscellaneous* | \$469 |
| Subtotal: | \$8,793 |

*Although this program is completely online, we are required to list estimated costs (including room and board) based on student surveys.

Transfer Credit Policy

The Master of Education in Curriculum and Instruction is a 30-hour graduate program and will allow up to half of the credits (15 credits) to be transferred into the program. Any exception to this policy must be requested through the Appeals Process. A graduate transfer course accepted for credit must correspond to courses described in this publication and must come from institutions which meet the criteria listed below.

1. The institution must be accredited by a CHEA approved regional accrediting association of schools

and colleges.

2. The institution must offer a Bachelor of Arts, Bachelor of Science, or Master’s Degree and must be approved to offer graduate level courses by its regional accrediting association. University of Jamestown will consider for credit only courses which satisfy the requirements for these degrees.
3. Transfer courses must be within 5 years of the completion of the course and admission to the MED program.

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

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

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

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.

Plan of Study

| | | |
|----------|---|---|
| Summer | | |
| EDUC 523 | The Art and Science of Educational Leadership | 3 |
| EDUC 526 | Introduction to Research and | 3 |

| | | | |
|----------|---|---|---------------------|
| | Evaluation in Education | | |
| 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 Science in Clinical Counseling

Overview

Mission Statement

The mission of the University of Jamestown Master of Science in Clinical Counseling Program is to integrate education, research, and clinical practice to provide sound professional preparation in order to graduate counselors who are competent, compassionate, and ethical and who will serve their patients/clients and communities through the practice of quality, evidence-based counseling.

Program Philosophy

Counseling is a dynamic profession with an established theoretical and scientific base and widespread clinical applications in the restoration, maintenance, and promotion of optimal mental health functioning. Our graduates will be able to demonstrate these characteristics at an entry level. Our mission is to graduate knowledgeable, service-oriented, self-assured, adaptable, reflective practitioners who, by virtue of critical and integrative thinking, lifelong learning, and ethical values, render independent judgments concerning patient/client needs that are supported by evidence; promote the health of the client; and enhance the professional, contextual, and collaborative foundations for practice.

Our program will graduate entry-level counselors that will be able to provide a variety of services to patients/clients who have impairments, functional limitations, disabilities, or changes in mental health function and health status resulting from injury, disease, or other causes. Our curriculum integrates the five elements of patient/client management (examination, evaluation, diagnosis, prognosis, and intervention) in a manner designed to optimize outcomes. We will graduate entry level counselors that will be able to practice in a broad range of inpatient, outpatient, and community-based settings.

Our program will graduate entry-level counselors who will be prepared to continue with doctoral level education programs. Our graduates will also be able to incorporate the professional practice expectations of accountability, altruism, compassion/caring, integrity, professional duty, communication, cultural competence, clinical reasoning,

evidenced-based practice and education into the classroom and clinical education. We believe the University of Jamestown Master of Science in Clinical Counseling Program will successfully prepare students to practice in an ever-changing healthcare environment.

We believe that sound professional preparation with a curriculum grounded in the Counseling Code of Ethics and Guide to Counseling Practice will provide the foundation for students to become competent, ethical, and compassionate counselors.

Accreditation and Licensure

As of the time of this posting, 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:

1. Completion of program curriculum: This program's 60-credit-hour curriculum meets the criteria set forth by the National Board for Certified Counselors (NBCC).
2. Practical experience and training: This program includes both practicum (100 hrs) and internship experiences (600 hrs) totaling the required number of hours (700).
3. This program will provide information on study resources and testing registration process that will help students successfully prepare themselves for taking the National Counselor Examination (NCE).

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

At the time of posting, it is undetermined if UJ's MCC program meets requirements in any other U.S. states. Please email the program director, Dr. Melissa Schultz (Melissa.Schultz@uj.edu) if you have questions about licensure in another state.

Practicum and Internship

Practicum and internship are considered among the most important elements in the program. The appropriateness of the internship site and site supervisor should be determined between the graduate student and the advisor and based upon the individual needs of the graduate student and CACREP standards. The practicum supervisor must approve all off-campus practicum sites and the faculty must approve all internship sites. Students must show proof of professional liability insurance while in these clinical experiences. Students are responsible to find their own practicum and internship sites. Practicum requires a minimum of 100 hours of supervised experience and is usually completed in one semester. Of these hours, 40 must be in direct service to clients including individual counseling and group work. Practicum also requires one hour of weekly individual or triadic supervision with a faculty supervisor or a supervisor under the supervision of a program faculty member and 1 hour of group supervision each week with the faculty supervisor or a supervisor under the supervision of a program faculty member. All hours must be documented. The clinical mental health counseling internship is generally completed at a single mental health center, social service agency, or counseling service center; however, the University of Jamestown is working with several agencies that will allow the internship to be divided among sites to allow for a broader spectrum of treatment levels. Students should be well aware of the requirements of the site before it is selected.

Admission and Costs

Admission Criteria

- A bachelor's degree from an approved institution with at least 18 psychology credits
- A college GPA of 3.0 or higher
- We do not require GRE or GMAT test scores

How to Apply

1. Complete an application
2. Submit a brief personal essay
3. Provide two recommendations
4. Fill out a Student Records Release form
5. Submit a writing sample (this sample should be a paper from a previous undergraduate or master's level course, at least three pages long, and written in APA style. Please email your writing sample to OnlineAdmissions@uj.edu)

6. Interview: in person or via Zoom

7. Mail official transcript(s) to

OnlineAdmissions@uj.edu

or

College of Graduate and Professional Studies Admissions

4143 26th Ave. S, Suite 100

Fargo, ND 58104

Transfer Credit Policy

The University of Jamestown Counseling Program can accept up to 9 program credits. A graduate transfer course accepted for credit must correspond to courses described in this publication and must come from institutions which meet the criteria listed below. Whether a course corresponds to one of the courses described in this publication will be determined by the Registrar in conversation with the Program Director.

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

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

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

Requirements

Students in the Master of Science in Clinical Counseling program are expected to complete 60 credit hours over the course of 6 semesters in order to graduate from the program.

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 | 3 |
| COUN 530 | Trauma, Sexual Functioning, and Abuse Issues in Counseling | 3 |
| COUN 531 | Counseling Children and Adolescents | 3 |
| COUN 533 | Couples, Marital and Family Counseling | 3 |
| COUN 534 | Addiction Counseling: Treatment and Contemporary Issues | 3 |
| COUN 535 | Crisis Counseling | 3 |
| COUN 580 | Practicum | 3 |
| COUN 581 | Thesis | 3 |
| COUN 582 | Internship | 3 |
| COUN 583 | Internship | 3 |

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

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

Essential Function Requirements

Participation in the Master of Science in Clinical Counseling (MCC) Program requires that a candidate possess the ability to meet the Essential Function requirements of the program. Candidates who may not meet the Essential Functions must inform the Director of the Counseling Program, who will consult with the Vice President for Academic Affairs to identify and determine what accommodations, if any, the University (Program) would need to make that would allow the candidate to

complete the curriculum. The University (Program) is not able to grant accommodations that alter the educational standards of the curriculum. Essential functions required for the duration of enrollment are as follows:

1. Observation

- The student must be able to participate actively in all demonstrations and video role play exercises throughout the curriculum.
- The student must be able to accurately make observations, which include both verbal and nonverbal communication.
- Observation and information acquisition require the functional use of vision and are enhanced by the ability to integrate all other senses.

2. Communication

- The student must be able to communicate effectively and sensitively in order to elicit information, describe changes in mood, activity and posture, and assess nonverbal communication.
- The student must be able to effectively and efficiently transmit information to patients, peers, faculty, staff, and all members of the healthcare team.
- The student must possess required communication skills include speaking, reading, and writing, as well as the observation skills described above

3. Intellectual-Conceptual, Integrative, and Quantitative Abilities

- The student must possess the critical skill of problem solving, which requires the ability to reason, analyze, and synthesize in a meaningful way.
- The student must have the ability to perform the problem-solving skills in a timely fashion.

4. Behavioral and Social Attributes

- The student must be able to fully utilize their intellectual abilities and exercise good judgment.
- Prompt completion of all responsibilities related to the diagnosis and care of patients is required.
- Fitness for the profession, including self-awareness and emotional stability, will be assessed throughout the program.
- The student must be capable of developing mature,

sensitive, and effective relationships with patients, peers, and others.

- The student must also be able to tolerate taxing workloads, function effectively under stress, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical profession.
- The student must have compassion, integrity, concern for others, effective interpersonal skills, willingness and ability to function as an effective team player, and interest and motivation to learn.
- The student must practice counseling safely, ethically, and legally.

Importance of Professional Disposition

Being an effective counselor requires more than what can be learned in a classroom setting. In addition to meeting the academic standards, students are expected conduct themselves in an ethical, responsible, and professional manner. They must be knowledgeable about the Code of Ethics for both the American Counseling Association (ACA) and the Association for Specialists in Group Work (ASGW). These codes serve as guidelines for students and professionals in the field of counseling and shall be adhered to at all times. The transition policy is outlined below.

As counselor educators, the faculty members expect prospective counselors to be emotionally stable and well-adjusted (personally and professionally) in order to both maintain effective interpersonal relationships and to be able to give and receive constructive feedback. Further, students are expected to behave in a manner that demonstrates fitness for a role in the counseling profession. Finally, we expect students to be committed to continued personal growth and professional development and to demonstrate that commitment through self-reflection and responsiveness to supervision in all activities related to their degree program.

For the reasons cited above, the faculty will regularly monitor not only students' academic progress but also those personal characteristics which will affect their performance as a student and future counselor. The purpose of this professional performance monitoring process is to ensure that all graduates of the MCC program possess those characteristics sufficiently so that they do not interfere with their professionalism or helping capacity.

Students are monitored during each course by the course instructor. At the end of each semester students will be

reviewed by all Counseling Program faculty members according to their compliance with the Professional Performance Standards Evaluation (PPSE). Concerns about a student's personal characteristics or professional performance may be addressed at any time during the student's tenure in the counseling program. The Professional Performance Standards are as follows:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation
11. Attention and sensitivity to diversity issues
12. Professionalism and professional identity

Subtotal: 60

Outcomes

Program Goals and Outcomes

1. The Program will graduate entry-level counselors who are prepared to practice in a broad range of clinical settings.
 - The Program will provide a curriculum consistent with The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) 2016 standards.
 - The Program will provide adequate resources for its operation.
2. The Program will support faculty member teaching, service, and scholarship plans according to the University of Jamestown Faculty Manual.
 - The Program will support faculty in maintaining contemporary expertise in teaching and knowledge of counseling.

- The Program will support faculty participation in clinically related service.
- The Program will provide for faculty to participate in scholarship.

3. The Program will promote strong ties with the community.

- The Program will promote working relationships with local higher education institutions.
- The Program will promote long-term relationships with the community.
- The Program will promote relationships with clinicians in the community.

Student Goals and Outcomes

1. Students will demonstrate the knowledge and skills necessary for competent, ethical counseling practice, including evidence-based practices in clinical Program courses.
 - Students will demonstrate satisfactory knowledge and performance in all Program courses, excluding clinical experiences.
 - Students will demonstrate satisfactory knowledge and performance in all clinical training experiences.
 - Students will demonstrate evidence-based practices and sound clinical reasoning.
2. Students will develop professional behaviors.
 - Students will demonstrate appropriate professional behaviors at their expected performance level.
3. Students must meet criteria outlined above in "Essential Functions" and "Professional Disposition."
 - Students not meeting these criteria will develop a remediation plan in conjunction with the Program Director.
 - Students unable to meet essential functions of the program are subject to dismissal.

Faculty Goals and Outcomes

1. Faculty will educate students to become entry-level counselors who are prepared to work as professionals in the work force.
 - Faculty and associated faculty will participate in

curriculum development and share the curricular and assessment information during the Curriculum and Assessment Review Meeting.

- Faculty will maintain or develop contemporary expertise in their assigned teaching areas.
- Faculty will use auditory, visual, and other technology in teaching methods and learning experiences.

2. Faculty will participate in scholarly activities.

- Faculty will fulfill their University of Jamestown Annual Evaluation/Development Plan according to the University of Jamestown Faculty Manual.

3. Faculty will participate in service in the community and the Counseling profession.

- Faculty will practice professional behaviors.

Graduate Goals and Outcomes

1. Graduates will have the knowledge and skills necessary for competent counseling practice.

2. Graduates will practice ethical professional behaviors consistent with an autonomous practitioner.

3. Graduates will demonstrate leadership in professional and community organizations that promote societal wellness.

4. The Program will provide a curriculum consistent with The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) 2016 standards.

5. The Program will provide adequate resources for its operation.

Courses

ACCT - Accounting

ACCT 201 - Principles of Accounting I (3)

A study of the basic principals of the accounting cycle with emphasis on current assets; property, plant, and equipment; and current liabilities. Concludes with an introduction to partnerships.

Offered: Fall, Spring.

Student Learning Outcomes

Understand and differentiate between common types of businesses, the form of organization and the varied interests of a businesses' stakeholders.

Describe the internal control environment of a business.

Understand and use the accounting equation.

Analyze, classify, summarize, record and report financial information.

Use proper estimation process for reporting various assets and liabilities.

Utilize the basic characteristics and accounting requirements for partnerships.

ACCT 202 - Principles of Accounting II (3)

A continuation of ACCT 201, with emphasis on corporations, reporting and analysis, and managerial accounting.

Prerequisite: ACCT 201. Offered: Fall, Spring.

Student Learning Outcomes

Have a basic understanding of corporations and investments in corporate stock, including stock and dividend transactions and reporting of stockholders' equity.

Have a basic understanding of selling and accounting for the issuance of long-term debt instruments (bonds). This includes the difference between market and face rates of interest and presentation of this debt on the entity's balance sheet..

Understand the basics of and prepare a Statement of Cash Flows.

Prepare and use basic financial statement analysis tools including horizontal, vertical and ratio analysis.

Identify the characteristic of managerial accounting and management decision-making.

Define and appropriately use terminology regarding various types of costs.

Classify, accumulate and summarize job order cost data for management decision making.

Use basic cost volume profit analysis tools.

Describe the objectives of budgeting, including the two major types of budgeting, prepare and a master budget and its component budgets including a budgeted income statement and a cash budget.

Identify the differences between centralized and decentralized operations, including preparing responsibility accounting reports for cost and profit centers and computing and interpreting rate of return on investment and residual income.

Identify and use differential analysis for various decisions.

ACCT 311 - Cost/Managerial Accounting (4)

This course examines various topics in cost and managerial accounting. It focuses on the examination and analysis of cost data for performance evaluation and decision-making. Special emphasis is placed on job order costing, process costing, standard costs, the budgeting process, cost-volume-profit analysis, variable costing, capital budgeting, and capital investment.

Prerequisite: ACCT 202. Offered: Spring.

Student Learning Outcomes

Have a basic understanding of the purpose of managerial accounting.

Compute product costs using job order costing or process costing methods.

Review activity based costing methods.

Compute support department and joint cost allocation amounts and understand the subjectivity involved in such calculations.

Determine break even analysis and variable costing analysis.

Develop both financial and operating budgets.

Understand product standard costs and evaluation of variances from these standards.

Understand differential analysis and compute differential product pricing.

Understand capital investment analysis.

Understand lean manufacturing analysis.

AVIT-Aviation**AVIT 190 - Special Topics (3)**

By arrangement

BEHL - Behavioral Health**BEHL 150 - Critical Thinking (1)**

Students will learn the process of evaluating arguments, claims, reasoning, logic, and how beliefs are formed. The overall purpose of this course is to learn how to carefully evaluate information and apply the process of careful deliberation to the behavioral health field. Topics covered will include common errors in judgment, probability, calculation of risks, and how to develop and make strong arguments.

Student Learning Outcomes

Understand the logical construct of arguments used in everyday life.

Analyze the processes of logical reasoning to interpret arguments.

Analyze arguments based on strengths and weaknesses.

Recognize common fallacies in reasoning.

Construct strong arguments using principles of informal reasoning.

Listen to arguments of others without judging.

Evaluate the quality of reasoning behind arguments, interpretations, and/or beliefs.

Evaluate mode(s) of inquiry used to gather and generate information.

Interpret evidence and findings, especially alternative positions different from one's own.

Recognize one's biases by viewing an issue through multiple perspectives.

Evaluate one's own position or conclusions through reflective thinking.

BEHL 192 - Psychology in the Workplace (3)

The business aspect of psychology, specifically how psychological theory and practice is applied in the workplace.

Student Learning Outcomes

Understand the origins of I-O Psychology and what I-O Psychologists do.

Understand the building blocks of a job and learn a methodology to study jobs.

Learn how the science of human behavior is used to select, develop, and manage employees.

Learn how organizations can create a supportive work environment.

Develop an understanding of how theory and research are applied to work settings.

Think and write critically about I-O psychology theory, research, and application.

Apply I-O psychology to your own and others' work.

BEHL 230 - Behavior Modification (3)

This course covers behavioral learning principles and theories and application to clinical settings. Students will learn how a treatment plan is developed and will develop their own treatment plans.

Student Learning Outcomes

Explain the history and development of the behavioral modification approach.
Describe the use of behavioral modification procedures in a variety of applied settings with a variety of clinical populations.
Use positive reinforcement to increase behavior.
Decrease behavior using extinction and punishment.
Incorporate stimulus discrimination and stimulus generalization in behavioral interventions.
Use shaping, fading, and chaining to modify behavior.
Outline steps in a functional behavioral assessment.
Demonstrate entry level skills in applying common clinical behavioral techniques (e.g., relaxation training, systematic desensitization).
Demonstrate an understanding of the ethical application of behavioral techniques.

BEHL 285 - Introduction to Counseling Helping Skills (3)

This course provides an overview of foundational counseling theories, as well as an introduction to counseling techniques, the therapeutic relationship, and the general counseling process. Particular emphasis will be placed on helping skills.

Student Learning Outcomes

Develop knowledge of basic components of the major theories in counseling.
Ability to differentiate various techniques unique to each major theory covered.
Students will develop reflective and critical thinking skills that go into conceptualizing theoretically.
Ability to apply or at least understand the complexities of applying counseling theories to diverse populations or presenting concerns.
Demonstrate basic stages in establishing a therapeutic relationship in the counseling process.

BEHL 310 - Cognitive Psychology (3)

Scientific study of the mind and the role the senses play in how we interpret and perceive our surroundings. Topics covered include attention, learning, memory, perception, and executive function.

Student Learning Outcomes

Describe the working of basic cognitive functions from an information processing perspective.
Discuss the classic experimental findings relating to various cognitive processes such as attention, consciousness, memory, perception, memory, language, thought processes, problem solving, creativity, decision making, and metacognition.
Explain some of the broader implications of cognitive research for society.
Understand the neuroscientific measures (CT, PET, fMRI) and how they provide evidence for cognitive psychological theories.
Recognize and understand terms and principle concepts in cognitive psychology.
Describe the historical development of cognitive psychology.
Explain how different methods of cognitive research can be used as tools to understand mental processes.

BEHL 320 - Social Behavior (3)

Overview of the field of social psychology with emphasis on examining how individuals function within a group or other social context. Topics covered include attitudes, performance, stereotypes, prejudice, and research findings within the field.

Student Learning Outcomes

Compare and contrast the major theories, concepts, empirical findings, methods, and techniques used in social psychology.
Utilize major theories, concepts, perspectives, and empirical findings in social psychology to explain human behavior.
Integrate different perspectives discussed in class to explain human behavior.
Discuss modern research findings in social psychology.

BEHL 335 - Biopsychology (3)

This course focuses on the physiological aspects of psychology, including biological bases for behavior, emotion, motivation, and cognition.

Student Learning Outcomes

Identify basic brain structures and functional neural systems.

Describe the process of signaling between nerve cells including chemical neurotransmitters.

Compare and contrast the role of neurotransmitters in the etiology and treatment of various psychopathologies, including schizophrenia, depression, anxiety, and substance abuse.

List and describe the major methods used to study brain structure and function and the associated ethical issues.

Discuss the functional organization of the sensory systems.

Describe the process of neural development and the role of plasticity in development and recovery of function.

Recognize and describe brain systems mediating sexual and reproductive behaviors, emotions, learning, memory, and consciousness.

List and describe major neurological disorders, i.e., disease, injury, infections, and vascular disorders.

BEHL 341 - Medical Psychology (3)

This course will cover how health and the human behavior/mind are interrelated with emphasis on mind-body connection. Research around the prevention, comprehension, and treatment of medical issues will be examined from the perspective of the biopsychosocial model.

Student Learning Outcomes

Identify the interplay of biopsychosocial factors in the study of health issues including mechanisms and pathways in disease processes such as the initiation, promotion, and management of disease.

Summarize the theory and research of the field by reviewing fundamental and recent contributions to the science.

Critique and synthesize research on the factors involved in causing, maintaining, contributing to, preventing, and treating a specific health issue.

Examine one's own health history and create a plan with the goal of healthy living.

Recognize the signs and symptoms of mental illness, and other forms of psychological and behavioral abnormalities.

BEHL 352 - Psychopathology (3)

This course covers the categorization of abnormal behavior in the field of psychology, including an introduction to the *Diagnostic and Statistical Manual of Mental Disorders, 5th ed. (DSM-5)*. Mental disorders and their etiologies will be conceptualized from different perspectives, including cultural, biological, psychodynamic, cognitive-behavioral, existential, and systemic.

Student Learning Outcomes

Understand and begin to use the DSM-5 categorical system for the classification and diagnosis of psychological disorders.

Consider the complex factors that contribute to psychological and behavioral dysfunction, including neurobiological, developmental, psychological, and sociocultural issues.

Critically evaluate different conceptual approaches to etiology and treatment of psychopathology.

Demonstrate competency in writing about current evidence-based therapeutic treatments for major classes of psychiatric disorders.

Opportunity to participate in Mental Health First Aid training and receive a certification.

BEHL 380 - Public Health and Prevention (3)

An overview of the public health model, its applications in the field of psychology, and an introduction to prevention will be covered.

Student Learning Outcomes

Understand the fundamentals of the public health model.

Learn how the public health model is used in the field of psychology.

Be able to name the levels of prevention (e.g., primary, secondary, tertiary) and understand how they are applied in various settings.

Review public health research in the field of psychology.

Apply the public health model to the counseling and clinical fields.

BEHL 405 - Clinical Psychology (3)

Introduction to the field of clinical psychology with a focus on both science and practice. Topics include the profession of clinical psychologists, diagnoses during the DSM-5, history, and current issues in the field. This course is recommended for students thinking of getting a master's or doctorate degree in a counseling or behavioral health related field.

Student Learning Outcomes

Define the professional of clinical psychology and be able to distinguish it from other mental health professions.
Discuss the importance of using evidence-based approaches in the mental health field.
Describe the types of activities clinical psychologists perform and the guiding principles used in practice.
Discuss the training of clinical psychologists and licensures they can earn.
Describe the current diagnostic system (DSM-5) and common concerns raised out this system's limitations.
Summarize the purpose of psychological assessment and describe the strengths and weaknesses of various strategies clinical psychologists may employ.
Describe the principles of therapeutic interventions, various theories associated with these interventions, and specific evidence-based interventions for children and adults.
Discuss the various subfields of clinical psychology, including clinical neuropsychology, clinical forensic psychology, and clinical health psychology.

BEHL 460 - History of Psychology (3)

A survey of the historical background and major theories and systems, past and present, in the field of psychology.

Student Learning Outcomes

Name and describe the major systems in the history of psychology.
Identify significant figures within each system and describe their contributions.
Demonstrate an understanding of the philosophical ideas from which the discipline of psychology arose.
Describe the current state of psychology and why systems become outdated.
Describe the historical events and scientific discoveries that have influenced psychology and explain how future discoveries might continue to do so.
Demonstrate an ability to conduct research on a historical figure and combine your findings into a paper.

BEHL 465 - Sports Psychology (3)

This course will provide an overview of the field of sports psychology and exercise science. Students will learn how to apply psychological concepts to competition, exercise, and health. Topics include resilience, concentration, motivation, personality, and attention. Relevant research will also be covered.

Student Learning Outcomes

Become familiar with psychological principles that affect performance in sports and exercise.
Develop skills in common psychological interventions for achieving goals and maintaining gains.
Understand how psychological variables influence participation and performance in sport and physical activity.
Understand how participation in sport influences the psychological characteristics of an individual athlete.
Acquire skills and knowledge about sports psychology that can be applied to the careers of coach, athlete, or mental health practitioner.
Gain practical experience in goal setting, behavior change, and maintenance of gains.
Learn more about yourself as a person and as a sports professional.

BEHL 470 - Psychology of Gender and Culture (3)

This course provides an analysis of the psychological research on gender. Topics covered include gender diversity, gender stereotypes, and the interplay of culture and gender.

Student Learning Outcomes

Develop a critical understanding of what is meant by "gender," "sex," and "sexuality"
Explain the pluralities and ambiguities of genders, sexes, and sexualities.
Explain how gender, sex, and sexuality intersect with other aspects of human life, such as race/ethnicity, socioeconomic status, age, occupations, relationships, etc.
Examine gender, sex, and sexuality social issues in the United States and internationally.
Explain how gender impacts one's own lived experiences.
Discuss the application of gender diversity to the field of psychology and counseling.

BEHL 471 - Child Psychopathology (3)

Psychological disorders in children will be covered with emphasis on origin, diagnosis, treatment, and use of the DSM-5 in childhood psychological disorders. Introduction to the field of abnormal child and adolescent psychology, including the causes, maintenance, and treatment of children's behavioral, social-emotional, and cognitive disorders from a developmental perspective.

Student Learning Outcomes

Understand the concepts of psychiatric diagnosis relevant to child and adolescent psychopathology.

Describe the general process of clinical evaluation of mental disorders in children and adolescents, and present relevant clinical data in a systematic format.

Discuss the etiology, epidemiology, and phenomenology of common mental disorders affecting children and adolescents.

Critically review child and adolescent psychopathology and challenge social and cultural assumptions of what is normal and abnormal.

BSST - Business Studies**BSST 302 - Principles of Banking (3)**

Principle of Banking is an introduction and overview of the banking industry and day-to-day activity. Students will learn how to create and read a bank's balance sheet, how the banking system works with the Federal Reserve, the operational management of banks, lending practices and policies, interest rate pricing, and federal banking regulations. Online only

Student Learning Outcomes

Interpret a bank's financial statement.

Describe how the banking system works within the Federal Reserve System.

Discuss the day-to-day operational management of banks.

Discuss best lending practices and policies.

Describe interest rates and how they are set.

Provide an introductory level description of federal banking regulations.

BSST 311 - Management and Leadership of Organizations (3)

Through the course, students will learn the fundamentals to effectively lead people and teams, manage organizations as well as tools to analyze business situations and develop strategies. Students explore the impact of a workforce on leadership practices and decision making while examining new organizational structures.

Student Learning Outcomes

Develop in depth knowledge of their management and leadership strength.

Further develop their analytical, oral, and written communication skills.

Increase their knowledge of critical management tools such as strategic planning.

Draw on theories that have reshaped the concept of leadership.

Use knowledge to make strategic business decisions and enhance organizational effectiveness.

Analyze change management trends.

Demonstrate the ability to think critically in relation to strategic and leadership decisions.

Use enhanced collaboration, team building and management skills to encourage better communication, delegation, and trust.

BSST 312 - Financial Statements and Analysis (3)

Financial Statements and Analysis prepares students to compile customer financial information to determine repayability, collateralization, and compliance with the financial institution's lending criteria. Industry-specific credit analysis for agricultural, business, and personal lending will be covered. Online only

Student Learning Outcomes

Apply several basic financial statement analysis techniques.

Examine the relationship between net income (accounting profit) and cash flows from operations for firms across different industries.

Understand debt financing and evaluate its implications for analysis.

Explain the importance of liquidity, and describe working capital measures of liquidity and their components.

Understand the basic analysis measures as they apply to consumer, agricultural, and commercial businesses.

BSST 323 - Credit Underwriting (3)

Credit Underwriting is the evaluation of a borrower's financial strength to insure it meets the financial institution's lending criteria. Topics to be covered include preparing narratives of customer financial status, ratio and trend analysis, identification of financial risks, collateral coverage, and equity position. Online only

Student Learning Outcomes

Explain the relationship between financial analysis and credit underwriting
Summarize the entities involved in credit underwriting
Explain the factors that influence decisions on credit worthiness, collateral, and loan structure
Describe the processes involved in loan approval and monitoring
Identify the purpose and components of a credit presentation
Evaluate business performance through the creation of a financial narrative

BSST 333 - Banking Regulation and Compliance (3)

Regulation and compliance is central to the banking industry and how it functions. This course addresses the federal regulatory environment, specifically banking regulations designed to protect depositors and consumers. Bank managers will be prepared for audits and regulatory exams. Online only

Student Learning Outcomes

Understand the history of banking regulation, with an emphasis on the global financial crisis.
Explain how safety nets increase bank's incentive to take on risks.
Understand the concepts in inherent risks and residual risk, and the how it applies to bank risk tolerance.
Understand the four pillars of bank regulation, and their associated regulator expectations for internal governance.
Gain an understanding of the financial consumer protection regulation.

BSST 340 - Quality Management (3)

The purpose of this course is to provide undergraduate students with foundational information of Quality Management theory and practice, with a focus on principles and tools used to identify, analyze, and understand the impact of quality management systems within any organization. Online only

Student Learning Outcomes

Define total quality and its elements.
Explain the role of continuous improvement in strategic planning.
Describe how to use customer satisfaction measurements to enhance quality planning.
Apply quality management techniques to reduce variation and improve quality, processes, systems, products, and services.
Utilize quality management tools to present data.
Discuss management issues related to creating a company quality culture.

BSST 341 - Introduction to Project Management

According to a recent study of Human Resource Managers, effective project management is one of the most coveted skills for new hires in the modern economy. This course will introduce you to the power of effective project management through two primary frameworks: waterfall and agile. You will also learn vital project-management concepts that can be applied to a wide range of industries and occupations. This online class has optional live sessions.

In this course, you will:

- Understand why organizations undertake particular projects and articulate how those projects fit within an overall delivery system.
- Articulate the key differences between the two major philosophies of project management and provide a thorough explanation of the impact of adopting either methodology.
- Articulate the typical product life-cycle within both major project management philosophies.
- Understand the overall principles and processes that drive project management activity for both project approaches.
- Describe the different organizational structures that can be used for project management purposes, and articulate their strengths and weaknesses.
- Utilize and understand the core steps in justifying investment in projects.

BSST 342 - Project Planning

Any successful project starts with a plan. This course provides students with a deep understanding of project planning. Projects are a series of tradeoffs between scope, cost, and time, so you'll need to learn how to balance them

in order to create a plan which is realistic and achievable. You will also learn how to leverage resources, and how to manage risk, quality, and stakeholder expectations to ensure project success. This online class has optional live sessions.

In this course, you will:

- Understand why organizations undertake particular projects and articulate how those projects fit within an overall delivery system.
- Articulate the key differences between the two major philosophies of project management and provide a thorough explanation of the impact of adopting either methodology.
- Articulate the typical product life-cycle within both major project management philosophies.
- Understand the overall principles and processes that drive project management activity for both project approaches.
- Describe the different organizational structures that can be used for project management purposes, and articulate their strengths and weaknesses.
- Utilize and understand the core steps in justifying investment in projects.

BSST 343 - Project Execution, Monitoring, and Control (3)

In today's fast paced work environment, no project proceeds from beginning to end without encountering unforeseen challenges, and the changing scope, priorities or context of a project may require various adjustments. Additionally, project implementation and closure requires conviction and trust in established processes and personnel. In either context, these are vital parts of a project's success and are reflections of how future projects will be managed. This course covers project execution, monitoring/control, implementation/handover, DevOps, and project closure. This course is intended to finalize a student's preparation for their Project Management Practicum.

In this course, you will:

- Learn how to ensure that the project plan is comprehensive, consistent, and totally integrated - including (if necessary) recommending trade-offs to meet project constraints.
- Apply various approaches to project execution that

ensure a committed and effective team.

- Understand the challenges in tracking progress and implement specific approaches to ensure a reasonable level of accuracy in reporting.
- Understand the market-leading ad platforms of Google Ads and Facebook Ads including relevant terminology and technical set-ups
- Articulate various approaches to reporting that engage all parties, including team, stakeholders, and governance bodies.
- Understand the processes for tracking changes, manage a project plan in the wake of said changes, and ensure that stakeholders and governance bodies are informed of changes.
- Understand the various activities that may be required during project hand-over and implementation to ensure success.
- Articulate the value of DevOps.
- Detail how to close out all relevant aspects of a project.
- Capture learnings from a project to ensure improvement in both individual and organizational performance.

BSST 344 - Advanced Project Management Practicum (3)

This course is intended as a culmination of a student's work in the Project Management Major. Students will work in groups to manage a simulated project from scope to completion, encountering and overcoming challenges and complications along the way. This course will also provide students with an overview of the product life cycle, governance, and other topics to help contextualize project work.

In this course, you will:

- Describe the product life-cycle and how project management can support various stages of this life-cycle.
- Understand the role of governance and detail the responsibilities of the various actors involved.
- Recognize when and how to integrate a predictive or agile method into a hybrid project management approach.

- Understand the role of professional ethics in project management.
- Understand what to expect on the CAPM exam and prepare for taking this professional test.
- Demonstrate comprehensive skill in project management by applying their learnings to a simulated project.

BSST 361 - Storytelling and Video Marketing (3)

Six out of ten people would rather watch videos than TV. Eighty-one percent of businesses use videos as a marketing tool and are starting to apply them to internal communication. The greatest challenge is having the confidence to share on camera and to tell a powerful story.

Student Learning Outcomes

Build confidence to share ideas and stories on video.

Create videos and build an audience for a brand or company.

Structure stories for emotional impact to make marketing more memorable and effective.

Measure the success of videos through engagement and conversion.

BSST 362 - Social Media Marketing (3)

Facebook marketing can be used to prospect new customers and to engage with your existing audience. In this course, students will learn how to build Facebook (Meta) ad campaigns and determine effective social media strategy to generate sales and leads. At the end of the course students will have gained the necessary skills to earn a Facebook (Meta) Blueprint certificate.

Student Learning Outcomes

Identify the difference between paid and organic Facebook marketing initiatives and when to use them.

Understand creative strategy and best practices for organic and paid social content.

Create Facebook campaigns and ad sets.

Identify and evaluate Facebook campaign targeting and settings that are appropriate based on marketing goals.

Evaluate Facebook advertising metrics and how to use them to optimize campaigns.

BSST 363 - Digital Marketing Ads (3)

Google allows marketers to deliver ads to potential customers on the Search Results Page, YouTube, and across the Display Network. In this course students will learn how to create campaigns for all three channels including best practices for ad creation, budget allocation, and strategy that drives results. Students will learn the

necessary skills to be prepared to earn Google Ad certificates (Search, Display, and YouTube) by the end of the course.

Student Learning Outcomes

Implement best practices for building Google Search campaigns, responsive text ads, and ad extensions.

Build Google Display campaigns and create responsive display ads.

Create YouTube campaigns that utilize video creative.

Identify and evaluate Google Ads targeting and campaign settings that are appropriate based on marketing goals.

Understand Google advertising metrics and how to use them to optimize campaigns.

BSST 364 - Digital Marketing and Analytics (3)

The goal of digital marketing is to build an audience and generate sales. This course walks through using digital marketing channels such as email, SEO, and content marketing to connect with customers. Then, this course helps students set up measurement to hone marketing messages and teaches students to allocate attention on the content that earns the most sales. Students will earn a Google Analytics certificate as a part of the course.

Student Learning Outcomes

Set goals and measure conversion rate.

Strategize content that attracts prospective customers.

Identify how to convert website traffic into profitable customer action.

Demonstrate marketing impact on strategic business objectives.

BSST 371 - Supply Chain Management (3)

Supply Chain Management introduces student to high-level strategy and concepts along with practical tools necessary to solve supply chain problems. Using a strategic framework, students are guided through all the key drivers of supply chain performance, including facilities, inventory, transportation, information, sourcing, and pricing. Through case study application, students will develop an understanding how effective strategic planning in supply chain management offers a competitive advantage and impacts performance for a company.

Student Learning Outcomes

Understand the Supply Chain Department & fundamental concepts.

Demonstrate ability to relate Supply Chain principles to strategic planning.

Develop knowledge on key supply chain processes and theories.

Develop comprehension of application based case analysis on supply chain management & incorporate critical thinking skills.

BSST 375 - Process Improvement Methods (3)

This course focuses on the manner in which organizations set priorities for continuous improvement of their processes, how they execute process improvement plans, and how they sustain their continuous process improvement initiatives.

Student Learning Outcomes

Describe the role of Process Improvement in business.

Articulate the benefits of, and common challenges faced with, process improvement implementation.

Compare Process Improvement methodologies.

Create current state and future state process maps.

Use data to justify Process Improvement decisions.

Explain how an applied Process Improvement method creates desired business results.

BSST 416 - Agricultural Finance and Price Risk Analysis (3)

Agricultural Finance and Price Risk Analysis prepares bank managers and agricultural lenders to analyze agricultural-related lending. Topics will include asset valuations, commodities and pricing, and factors affecting the financial health of agricultural industry. Online only

Student Learning Outcomes

Discuss key factors that separate agricultural finance and lending from the other types of business banks conduct.

Determine asset valuations and crop production projections within the current market.

Identify risk reduction options available such as government-offered or private-crop insurance.

Discuss the various factors that affect the financial health of the agricultural industry with specific references to the northern plains.

Determine applicant qualifications in relation to lending policies.

BSST 423 - Asset and Liability Management (3)

Asset and Liability Management is an examination of the financial institution's loan-to-deposit ratios, deposit and

lending interest rate pricing, and regulatory compliance.

This course prepares students for internal bank management.

Student Learning Outcomes

Discuss the factors that indicate good financial health for a bank.

Analyze a bank's liquidity position and interest rate risk in relationship to loan demand and the current interest rate environment.

Identify any areas of noncompliance with banking regulations.

Provide bank management with optimal interest rates for loans and deposits.

BSST 431 - Banking Capstone and Internship (3)

Banking Capstone and Internship provides a professional, practical learning experience in an appropriate work environment that will benefit the student and the organization. The course is structured to integrate classroom and work site learning experiences relevant to the student's educational and career objectives. Online only

Student Learning Outcomes

Apply concepts learned in previous banking courses to situations as they arise in a banking setting.

Demonstrate the ability to synthesize material from previous banking courses.

Articulate why they would like (or not like) to pursue a career in banking.

BUSN - Business**BUSN 315 - Business Law I (3)**

This course introduces students to some of the areas of law applicable to personal and organizational business decisions. Course content includes an introduction to law, court systems, torts, contracts, personal property, bailments, and agency.

Offered: Fall.

Student Learning Outcomes

Describe how the legal system operates.
Understand torts, negligence, and strict liability.
Explain the difference between the U.C.C. and contract law.
Identify agreement, consideration, capacity, and legality in contracts.
Demonstrate when the writing requirement is necessary for the statute of frauds.
Explain the formation of sales and lease contracts.
Differentiate between title, risk, and insurable interest in sales and lease contracts.
Distinguish warranties and product liability.

BUSN 320 - Marketing (3)

This course examines the fundamentals of the marketing of goods and services, with an emphasis on marketing management. Most of the course will focus on consumer behavior, product planning, the price system, market segmentation, and promotional activities, including public relations and personal selling.

Offered: Fall.

Student Learning Outcomes

Understand the marketing process and identify the variables that make up the marketing mix.
Apply corporate social responsibility in the business environment.
Understand the role of ethics and ethical decisions in business.
Apply reasons for studying marketing.
Learn the social factors that affect marketing.
Learn the basics of foreign and domestic competition.
Understand the importance of global marketing.
Discover how the Internet is affecting global marketing.
Explain the importance to marketing managers of current demographic trends.
Explain why marketing managers should understand market segmentation and targeting market.
Demonstrate the cultural factors that affect consumer-buying decisions.
Explain advertising, public relations, and sales promotion.
Understand franchising and describe its two basic forms.
Understand the key differences between relationship selling and traditional selling.
Explain the importance of marketing communications.
Discuss the importance of social media in marketing field.

BUSN 321 - Business Management (3)

This course examines the principles, procedures, and policies involved in the organization of business enterprises. Special attention is given to the main

functional areas of management: planning, organizing, staffing, directing, controlling, and the coordination of these activities.

Offered: Fall, Spring.

Student Learning Outcomes

Describe management and understand the planning function of management.
Distinguish between strategic and operational plans.
Identify management planning tools.
Identify and provide examples of basic ownership forms.
Identify leaders and different leadership styles.
Describe techniques managers use to motivate individual employees.
Students will also be able to describe human resource management and its importance to the successful operation of an organization.
Understand and identify ethics and corporate social responsibility.

BUSN 322 - Human Resource Management (3)

This course approaches human resource management from the dual perspectives of both human resource department personnel and managers from other organizational departments. In addition to the various environmental dimensions that influence organizational decision making, the course examines the human resource functions within the context of equal employment opportunity requirements. The human resource functions addressed in the course include planning and staffing, development, compensation, health and safety, and labor relations.

Prerequisite: Junior or senior standing. Offered: Fall, Spring.

Student Learning Outcomes

List the main objectives pursued by HRM units in organizations.

Identify how HRM activities contribute to an organization.

Describe criteria used to determine EEO and affirmative action compliance or noncompliance.

Identify critical HRM issues faced by global organizations.

Describe how managers analyze the supply of employees in the organization.

Discuss how to develop an effective recruiting program for an organization.

List hiring criteria and how they can be used to make employee selection more effective.

Compare the advantages of various performance evaluation techniques.

Define compensation and differentiate among direct financial compensation, indirect financial compensation, and nonfinancial rewards.

Describe the strategic importance of HRM activities performed in organizations.

Discuss mandated and voluntary employee benefits.

Explain the role a performance analysis can play in identifying employees' needs for training.

Compare the distinct differences of goal setting, behavior modification, and team building.

BUSN 330 - Sales and Sales Management (3)

This course examines the various facets of relationship strategy, personal selling, and the management of an organizational sales force. Major personal selling topics addressed in the course include types of selling, partnership building, communication, prospecting, sales presentation methods, sales closing, and post-sale service. Sales force management elements of the course include staffing, training, leading, compensating, motivating, and evaluating the sales force.

Prerequisite: Junior or senior standing. Offered: Fall.

Student Learning Outcomes

Explain how personal selling skills have become one of the master skills needed for success in the information age and how personal selling skills contribute to the work performed by knowledge workers.

Explain how value-added selling strategies enhance personal selling.

Describe issues that challenge the ethical decision making of salespeople.

Describe conversational strategies that help us establish relationships.

Describe how expert knowledge of competition and industry trends improves personal selling.

Explain how to sell your product with various strategies.

Discuss the various influences that shape customer-buying decisions.

Explain common methods of collecting and organizing prospect and account information.

Describe the importance of active listening and the use of confirmation questions.

Present guidelines for creating consultative presentations that add value.

Discuss guidelines for closing the sale. Explain how to recognize closing clues.

Grow your confidence through posturing, greeting customers, cold-calling practice and relationship building skills.

BUSN 351 - Financial Management (3)

This course focuses on activities that maximize stakeholder value. Topics include financial statement analysis, working capital management, financing, valuation models, capital budgeting, the cost of capital and capital structure management, and tax management.

Prerequisite: ACCT 201; ECON 202; MATH 106 or MATH 111 or a higher level math course; junior or senior standing. Offered: Fall, Spring.

Student Learning Outcomes

- To introduce you to the world of finance.
- To apply basic financial concepts such as the time value of money and asset valuation.
- To evaluate the risk profile of firms, including calculation of the costs of debt and equity capital.
- To apply financial management concepts and tools to the decisions faced by corporate management in determining capital structure.
- To define the factors that drive the stock price of a corporation and how the government, laws, and society can affect the price.

BUSN 370 - Production/Operations Management (3)

This course examines and analyzes the planning, directing, and controlling of activities related to production and manufacturing. Topics include production planning and control, site location, facilities design, work methods measurement and improvement, inventory procurement and management, quality control and assurance, basic industrial processes, and operations decision-making.

Prerequisite: Prerequisite or corequisite: BUSN 321.
Offered: Fall, Spring.

Student Learning Outcomes

- Explain the concept and importance of operations management.
- Explain the differences between goods and services and the steps involved in designing these items.
- Explain the use of analytics in operations management and how internal and external measurements are related.
- Give in detail the five key competitive priorities.
- Describe basic concepts of forecasting and capacity.
- Explain the importance of inventory, types of inventories, and key decisions and costs.
- Explain the basic concepts of supply chain management.
- Explain the concepts and definitions of quality.
- Describe quality control system and key issues in manufacturing and service.
- Explain the four principles of lean operating systems and common types of waste.

BUSN 410 - Global Marketing (3)

This course exposes students to marketing in a global context. The course examines the impact of differing cultural, economic, and political environments on marketing strategies and marketing management abroad. Topics covered in the course include the importance of international marketing to American business and the marketing procedures, techniques, and strategies that are used by multinational firms in foreign markets.

Prerequisite: BUSN 320. Offered: Spring.

Student Learning Outcomes

- Understand the importance of global marketing.
- Learn world economic systems.
- Understand global preferential trade agreements.
- Apply market research information in global trading.
- Learn the political, legal, and regulatory environments of global marketing.
- Learn about international import and export policies and regulations.
- Understand the importance of global marketing.
- Discover how to enter in the global market.
- Explain how pricing decisions are made in the global market.
- Explain global marketing channels and distribution.
- Explain how advertising and public relations are used in the global marketing.
- Understand strategies in creating competitive advantage in the international market.
- Understand how digital revolution has created a global electronic marketplace.

CMST - Communication Studies

CMST 133 - Introduction to Visual Communication (3)

Visual communication is the process of organizing, designing, and creating messages in print and multimedia form that meet specific purposes and practical needs. In this course students investigate the role of visual culture in daily life, exploring fine art, popular culture, film, television, advertising, business communications, propaganda, viral social media, and information graphics.

Student Learning Outcomes

- Understand the basics of visual communication and meaning.
- Evaluate different methods and strategies of visual communication.
- Critique visual rhetoric in advertising and public relations.
- Apply your visual communication knowledge in the analysis of a visual piece of media.

CMST 316 - Group and Team Communication (3)

The primary purpose of this course is to enhance students' understanding of the principles of small group communication so that they may communicate competently in various team contexts. Specifically, this course is designed to: 1) help students become familiar with concepts and processes in group communication, and 2) allow students to experience the challenge of learning how to improve their communication skills through actual

participation in groups. The knowledge gained about groups, along with experiences participating in groups, will hopefully enhance students' ability to engage in effective communication in diverse group contexts. This course examines basic communication concepts and processes which influence the nature and function of group dynamics in both face-to-face and computer-mediated teams.

Student Learning Outcomes

Develop an understanding of the theories and principles of group communication that are the basis for a variety of group communication situations.

Improve your problem solving and decision-making skills.

Understand what important roles you and other members of your group can play in the group communication process.

Learn appropriate ways to assume a leadership role.

Improve conflict management skills.

Develop your skills in understanding, analyzing, and evaluating small group communication.

Learn how to effectively participate in a group project which involves goal setting, planning, and presenting an organized presentation.

Acquire skills necessary for group communication in the organizational setting.

CMST 321 - Business and Professional Communication (3)

Business and Professional Communication is a course which provides students the opportunity to develop skills and understandings useful in the career environment. A variety of communication situations may be analyzed, including problem solving; discussion groups; organizational networks; interviewing; and conference planning and speaking. This course emphasizes the theory and practice of communication as it relates particularly to business and professional settings.

Student Learning Outcomes

Understand and demonstrate the processes necessary to create, organize, revise, and deliver various types of business appropriate speeches.

Use material effectively from diverse sources in the composition of the speech process.

Make appropriate communication choices from specific kinds of listening audiences.

Construct logical and coherent arguments for the purpose of persuasion.

Develop their own voice and style in the public speaking situation.

COMM - Communication

COMM 101 - Introduction to Communication Studies (3)

Introduction to the key concepts, terms, and theories used in analyzing human communication in a variety of contexts.

Offered: Fall.

Student Learning Outcomes

Identify concepts and terms central to the study of communication.

Explain why it is important that we study human communication.

Apply critical and analytical thinking to their own communication practices.

Have a strong foundation for future communication courses.

COMM 220 - Interpersonal Communication (3)

Introduces students to the complex interaction of social and psychological forces that have an impact on human relationships. This course will introduce students to theoretical bases of interpersonal communication, as well as provide a focus on pragmatic skills for improved interpersonal communication competence.

Offered: Spring.

Student Learning Outcomes

Understand and remember the core interpersonal communication theories.

Apply interpersonal communication theory to life and relationships.

Analyze and evaluate personal and other's interpersonal communication skills.

Create a plan for interpersonal skills development.

COMM 250 - Academic Research and Writing (3)

This course is designed to introduce students to the basic tenets of good academic research and writing in preparation for upper division coursework, the field of communication work, and graduate study. Particular emphasis will be given to learning to read and understand academic journals and writing, appropriately planning research, and learning APA writing style and format.

Offered: Spring.

Student Learning Outcomes

Read and analyze academic research articles.

Find research relevant to a specific subject area and assess its credibility.

Compile sources into a cohesive research project.

Learn the basic requirements of quality academic writing.

Successfully write an academically rigorous research paper.

COMM 301 - Communication Theory (3)

Introduces students to the concepts and function of theory in social science and in the communication discipline.

Students will be exposed to several social scientific paradigms and will examine a variety of theories relevant to areas such as mass communication, organizational communication, small group communication, message production, and social and cultural reality.

Offered: Spring.

Student Learning Outcomes

Understand the importance of theory to communication and social scientific research.

Discuss the major theoretical perspectives within communication research.

Critically analyze academic articles that explicate theories.

Develop their own perspective on communication in different contexts.

Research a theory deeply to understand its origins, importance, and future.

COMM 305 - Cross-Cultural Communication (3)

A fundamental course in the theoretical and practical

aspects of intercultural communication. The course includes the following components: a) an introduction to the relationships among customs, language, and etiquette; b) skill-building exercises aimed at developing sensitivity to differences in behaviors in other cultures; c) techniques for bridging cross-cultural communication barriers; d) case studies and profiles of specific cultures and countries.

Offered: Fall, Spring.

Student Learning Outcomes

Describe the basic components and functions of a culture.

Describe and apply key concepts in intercultural communication as presented in the Ting-Toomey/Chung text.

Identify and apply the theories of culture to new situations, new countries/cultures, and the reading of *The Ugly American*.

Use communication strategies such as interviewing, ethnography and research.

Show increased competence in communication skills:

Written and Cognitive – Factual, Integrative, Synthesis, Creative.

COMM 312 - Writing in the Professions (3)

Study and practice of writing techniques and forms commonly used in business, the professions, and public relations.

Offered: Spring.

Student Learning Outcomes

Identify ethical, legal, and cultural issues affecting business communication.

Use analytical and problem-solving skills appropriate to business communication.

Communicate via electronic mail, Internet, and other technologies.

COMM 318 - Computer Mediated Communication (3)

This introductory course will explore how we communicate via technology. How has computer mediated communications affected interpersonal relationships? How has the Internet formed virtual communities that might not have become possible in the "real world"? How has language evolved because of the Internet? This class will introduce students to CMC theoretical perspectives as well as analyze problems and arguments that arise from CMC. We will survey different venues such as message boards, blogs, chat room, instant messaging, email, etc. Students will be introduced to scholarship in these areas to

understand the importance of emerging new media.

Offered: Fall.

Student Learning Outcomes

Demonstrate an understanding of the ways in which technology influences communication.

Recognize the four purposes of communication and how various media accomplish these purposes.

Think critically about CMC and its effects on our everyday lives.

Research scholarly articles to synthesize with our textbook to analyze different types of CMC and their uses.

COMM 320 - Organizational Communication (3)

Theory and practice of effective communication within organizations. Examines organizational structures and functions of communication theories and skills.

Offered: Spring, odd years.

Student Learning Outcomes

Accurately understand and remember key elements of the following theories: classical management, human relations, human resources, systems theory, cultural theory, constitutive, and critical.

Accurately understand and remember key elements of the following processes: assimilation, organizational decision-making, conflict management, change and leadership, emotion, organizational diversity, and technological.

Analyze and evaluate communication problems in a specific organizational setting.

Create and apply a solution to an organizational problem.

COMM 370 - Diversity Communication (3)

This course examines differences in the role of gender, class, and race in the global context. Topics include readings and films based on historical events, case studies, literature, and theories. Students write reaction papers and make a film.

Offered: Fall.

Student Learning Outcomes

Students will understand and remember the historical and contextual influences related to diversity.

Students will be able to identify and apply a variety of diversity communication tactics.

Students will be able to identify and evaluate a variety of different perspectives related to diversity.

Students will create conceptual diagrams of diversity issues.

Students will create a multi-media project analyzing and evaluating a current and relevant diversity issues.

COMM 405 - Conflict Management and Mediation (3)

Students will learn the underlying theories of interpersonal and organizational conflict. The positive and negative aspects of conflict will be discussed. Means of conflict management, resolution, and mediation will be presented.

Offered: Spring, even years.

Student Learning Outcomes

Students will understand the nature of conflict and mediation and its impact on interpersonal relationships and remember theories and concepts related to conflict and mediation.

Students will apply a broad range of theoretical concepts, processes and methodologies in analyzing, managing and resolving conflicts relevant to their emphasis of study.

Students will analyze and evaluate productive and destructive conflict through reflection and mediation scenarios.

Students will assess a personal conflict and create possible resolutions or alternative scenarios for productive conflict resolution.

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.

Student Learning Outcomes

History and philosophy of the counseling profession and its specialty areas.

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.

The role and process of the professional counselor advocating on behalf of the profession.

Professional counseling organizations, including membership benefits, activities, services to members, and current issue.

Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. Current labor market information relevant to opportunities for practice within the counseling profession.

Strategies for personal and professional self-evaluation and implications for practice.

Self-care strategies appropriate to the counselor role.

Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks.

Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.

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.

Student Learning Outcomes

Practicing essential interviewing, counseling, and case conceptualization skills.

Approaching client conceptualization using systems theory.

Utilizing ethical and culturally relevant strategies for establishing and maintaining relationships.

Exploring and reflecting on counselor characteristics and behaviors that influence the counseling process.

Become familiar with utilizing measurable outcomes for clients.

Create one developmentally relevant counseling treatment plan.

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.

Student Learning Outcomes

Theories and models of counseling.

A systems approach to conceptualizing clients.

Identify and counselor characteristics and behaviors that influence the counseling process.

Evidence-based counseling strategies and techniques for prevention and intervention.

Processes for aiding students in developing a personal model of counseling.

Theories and models of multicultural counseling.

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.

Student Learning Outcomes

Theories of individual and family development across the lifespan.

Theories of learning.

Theories of normal and abnormal personality development.

Biological, neurological, and physiological factors that affect human development, functioning, and behavior.

Systemic and environmental factors that affect human development, functioning, and behavior.

Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.

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.

Student Learning Outcomes

Historical perspectives concerning the nature and meaning of assessment and testing in counseling.

Methods of effectively preparing for and conducting initial assessment meetings.

Use of assessments for diagnostic and intervention planning purposes.

Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments.

Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.

Reliability and validity in the use of assessments.

Use of assessments relevant to academic/educational, career, personal, and social development.

Use of environmental assessments and systematic behavioral observations.

Use of symptom checklists, and personality and psychological testing.

Use of assessment results to diagnose developmental, behavioral, and mental disorders.

Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.

Use of intake interviews, mental status evaluations, biopsychosocial histories, mental health histories, and psychological assessments for treatment planning and caseload management.

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.

Student Learning Outcomes

Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (II.F.1i)

Technology's impact on the counseling profession (II.F.1j; II.F.5e)

Strategies for personal and professional self-evaluation and implications for practice (II.F.1k)

Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (II.F.5d)

Legal and ethical considerations specific to clinical mental health counseling (V.C.2l)

The role of counseling supervision in the profession (II.F.1m)

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.

Student Learning Outcomes

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

Learn multicultural and pluralistic characteristics within and among diverse groups nationally and internationally. Understand and apply theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.

Meet multicultural counseling competencies.

Understand the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.

Understand the effects of power and privilege for counselors and clients.

Understand the help-seeking behaviors of diverse clients and the impact of spiritual beliefs on clients' and counselors' worldviews.

Learn strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.

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.

Student Learning Outcomes

To understand the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.

To identify evidence-based counseling practices.

To understand statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.

To understand reliability and validity in the use of assessment.

To understand the methods and statistical means of conducting research and program evaluation.

To understand the ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.

To utilize SPSS 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.

Student Learning Outcomes

Theoretical foundations of group counseling and group work.

Dynamics associated with group process and development. Therapeutic factors and how they contribute to group effectiveness.

Characteristics and functions of effective group leaders.

Approaches to group formation, including recruiting, screening, and selecting members.

Types of groups and other considerations that affect conducting groups in varied settings.

Ethical and culturally relevant strategies for designing and facilitating groups.

COUN 523 - Assessment, Diagnosis and Treatment (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.

Student Learning 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).

Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (II.F.7c).

Procedures for identifying trauma and abuse and for reporting abuse (II.F.7d).

Use of assessments for diagnostic and intervention planning purposes (II.F.7e).

Use of assessment results to diagnose developmental, behavioral, and mental disorders (II.F.7i).

Developmentally relevant counseling treatment or intervention plans (II.F.5h).

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.

Student Learning Outcomes

Demonstrate understanding of impact of crisis and trauma on individuals with mental health diagnoses (CACREP, 2016).

Demonstrate understanding of impact of biological and neurological mechanisms on mental health (CACREP, 2016).

Describe cultural factors relevant to clinical mental health counseling (CACREP, 2016).

Describe etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CACREP, 2016).

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 (APA, 2015).

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) (CACREP, 2016).

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.

Student Learning Outcomes

Student will apply theoretical counseling models to children, adolescent and parent clients. (2.F.3.a; 2.F.5.n.)

Students will choose and apply appropriate counseling techniques for children, adolescents and parents through outside projects. (2.F.3.h; 2.F.5.j.; 5.G.3.f.)

Students will apply theory into practice, through observation of counseling demonstrations. (5.G.3.h.)

Students will conduct literature searches about current trends regarding children, adolescents and parent counseling issues. (2.F.3.e.f.; 5.G.2.g.,h.)

Students will understand how to establish successful consultative relationships both with parents or families, and other professionals, who deal with children and adolescent clients. (2.F.7.d.; 5.G.2.b.)

Students will be familiar with ethical dilemmas typical to the field of children, adolescent and parent counseling. (2.F.3.i.)

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.

Student Learning Outcomes

Understand and identify the history and development of marriage, couples, and family counseling. (Section 5, f, 1a)

Discuss various theoretical perspectives on families, noting their main contributions and critiques. (Section 5, F, 1c,d)

Examine the roles and settings of marriage, couple, and family counselors, along with discussion of techniques used in this setting. (Section 5, F, 2a)

Examine human sexuality and its effect on couple and family functioning in conjunction with implicit bias and assumptions. (Section 5, f, 2e)

Explore and develop an understanding of physical, mental health, and psychopharmacological factors and how they affect marriages, couples, and families. (Section 5, f, 2l)

Examine gender roles and the impact of crisis and trauma on marriages, including examining these concepts through a cultural lens. (Section 5, f, 2m,g)

Learn about the diagnostic process using the DSM-V and ICD-10, including differential diagnosis. (Section 5, F, 2d)

Explore how record-keeping, third party reimbursement, and confidentiality differs in marriage, couple, and family counseling. (Section 5, f, 2p)

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.

Student Learning Outcomes

History and philosophy of the counseling profession and its specialty areas.

The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems.

Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.

Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.

Theories and etiology of addictions and addictive behaviors.

Biological, neurological, and physiological factors that affect human development, functioning, and behavior.

Systemic and environmental factors that affect human development, functioning, and behavior.

Theories and models of counseling.

Evidence-based counseling strategies and techniques for prevention and intervention.

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.

Student Learning Outcomes

Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams.

Evidence-based counseling strategies and techniques for prevention and intervention.

Strategies to promote client understanding of and access to a variety of community-based resources.

Suicide prevention models and strategies.

Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid.

Processes for aiding students in developing a personal model of counseling.

Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.

Impact of crisis and trauma on individuals with mental health diagnoses.

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.

Student Learning Outcomes

Students are required to be covered by individual professional counseling liability insurance policies while enrolled in practicum.

Supervision of practicum students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.

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.

Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum.

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).

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.

Practicum students have weekly interaction with a qualified supervisor that averages one hour per week of individual supervision throughout the practicum.

COUN 581 - Thesis (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.

Student Learning Outcomes

The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.

Qualitative, quantitative, and mixed research methods.

Designs used in research.

Statistical methods used in conducting research and program evaluation.

Analysis and use of data in counseling.

Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.

COUN 582 - Internship (3)

This course provides for the application of theory and the development of counseling skills through professional practice under supervision in an approved setting. Clinical Mental Health Counseling students will complete required hours in a clinical setting.

COUN 583 - Internship (3)

Continuation of COUN 582.

CS - Computer Science

CS 140 - Integrated Software Applications (3)

This course will show how to integrate data from word processors, spreadsheets, and databases into a single document or presentation. This will be done by using separate, stand-alone applications, as well as using an integrated software application.

Offered: Fall, Spring.

Student Learning Outcomes

To introduce students to the Microsoft® Office 365 software suite.

Through hands on lab sessions and homework, students will gain a basic proficiency in Microsoft® Word, Excel, and PowerPoint.

CS 240 - Advanced Office Applications (3)

This course will cover advanced aspects of the Microsoft Office suite, particularly Excel. Topics will focus on concepts and tasks that are necessary in today's business world. Students taking this course should have a working knowledge of file management, as well as basic word processing and spreadsheet applications.

Prerequisite: Sophomore standing. Offered: Spring.

Student Learning Outcomes

Through hands on lab sessions and homework, students will gain more advanced proficiency in Word and Excel. Emphasis will be placed on using Excel in a business setting.

CS 362 - Cybersecurity (3)

Cyber security professionals know how to troubleshoot security issues while continuing to maintain and evolve IT infrastructure to ensure data and devices stay protected. This course is perfect for career transformation and acceleration in a fast-growing field. If you are skilled in IT and have a passion for security, this certificate will help you take the next step towards your new career.

Student Learning Outcomes

Identify and distinguish between various types of security threats, attacks, and vulnerabilities.

Summarize appropriate applications of security architecture and design.

Apply implementation best practices for security protocols and solutions.

Identify appropriate procedures for security operations and incident response.

Explain the importance of governance, risk, and compliance in cyber security.

CS 390 - Special Topics: Project Management (3)**Student Learning Outcomes**

Course objectives vary by CS 390 offering

ECON - Economics**ECON 201 - Principles of Microeconomics (3)**

This course serves as an introduction to the principles of microeconomic analysis. The course examines the behavior of consumers, firms, and resource owners and the manner in which they interact to determine prices and outputs under a variety of market structures.

Prerequisite: MATH 106 or MATH 111 or higher level math course (recommended). Offered: Fall.

Student Learning Outcomes

The students will have a basic understanding of economic foundation models.

The students will be able to explain shifts in the market equilibrium (supply and demand) and the effect on prices. The students will have a basic understanding of the relationship between price elasticity and the demand and total revenue.

The students will be able to explain the role of healthcare and government intervention of the economy.

The student will be able to explain the potential general effects of international trade general advantages and disadvantages of trade policy.

The student will be able to understand the impact of how consumer behavior and consumer choice has on the economy and pricing.

The students will have an understanding of the role of technology and costs and impact on the economy.

The students will be able to explain monopolistic competition and oligopoly competition in varied markets.

The students will be able to explain the economic impact of labor markets, taxation, and the distribution of income.

ECON 202 - Principles of Macroeconomics (3)

This course serves as an introduction to the principles of macroeconomics analysis, which deals with the study of general economic aggregates such as total production, real income, employment, and the general price level in the economy as a whole. This course defines the relevant macroeconomic variables, examines their interrelationships, and analyzes the forces at work in the modern economy that determines the levels of these variables. The course also examines questions relating to government use of various policy instruments in attempts to achieve goals relating to full employment and price level stability.

Prerequisite: MATH 106 or MATH 111 or higher level math course (recommended). Offered: Spring.

Student Learning Outcomes

The students will have a basic understanding of economic foundation models.

The students will be able to explain the markets for labor and wages, unemployment and inflation.

The student will be able to explain the different aspects of GDP and the relationship to economic variables.

The students will be able to explain the differences between fiscal and monetary policy.

The student will be able to understand the impact of monetary and fiscal economic policies and impact on growth.

The students will be able to explain the political influences on economic and fiscal policy as well as global considerations.

The students will have an understanding of the role of domestic and global financial systems.

The students will be able to discuss the financial impact of short run economic and long term economic growth.

The students will be able to explain money, banking, interest rates, and the role of the Federal Reserve.

The student will be able to explain the role of international trade, exchange rates, and the impact on domestic and international economics.

ECON 354 - Global Competition and Strategy (3)

This course introduces general international business concepts and expands to include the dynamics of globalization, international trade and competition, and their implications for competitive business strategy.

Prerequisite: ECON 201; ECON 202. Offered: Fall, even years.

Student Learning Outcomes

The students will be able to explain globalization and the effect on markets and production.

The students will be able to explain the forces that are driving globalization.

The students will be able to explain the importance of cultural knowledge and describe how firms and culture interact and the frameworks used to study culture.

Students will be able to outline the political-legal (including the ethical and social responsibility) issues facing international firms and how to manage some of the risks.

Students will be able to understand the basic concepts of the International Trade Theory (including advantages and disadvantages of international trade and role of government).

Students will be able to investigate the impact of differences in monetary systems of countries and different levels organizational investment in countries.

Students will be able to analyze organizations and international opportunities and the aspects of import/export that impact the organizations including trade policy impact.

Students will be able to examine matters of international marketing, employment, and operation.

EDUC-Education

EDUC 519 - Understanding Diverse Learners (3)

This course examines various issues concerning school, community, and student diversity. Interrelated concepts of culture, language, race, demography, and ethnicity are also covered. A recap of educational psychological theory will also be included.

EDUC 521 - Integrating Technology into Teaching and Learning (3)

The course focuses upon current and emerging technologies and how they impact student learning. User experiences, computer awareness, family and societal impact, classroom applications, hardware and software, and curriculum development are topics to be covered. Copyright, selection, utilization, design, and evaluation of educational software are important aspects of this course.

EDUC 522 - Principles of Curriculum Development and Assessment (3)

The course is an introduction to the development of instructional systems. Topics surveyed include needs assessment, learner analysis, instructional analysis, specification of instructional objectives, selection of instructional strategies, and media. The course will survey

theoretical positions in learning and cognition with emphasis on their relevance to the design of classroom learning environments. Contemporary curriculum theories and Curriculum as an interrelated agent of conceiving and effecting change will be stressed. Trends and practices, instructional and resource materials, and methods and techniques in education will be covered.

EDUC 523 - The Art and Science of Educational Leadership (3)

The course defines the foundation of modern leadership with emphasis placed on what it takes to be effective leaders. Students will explore leadership theory, examine the roles and responsibilities of teacher leaders, and apply ethical practices of process-oriented leadership in school improvement efforts.

EDUC 524 - Models of Learning and Instruction (3)

This course looks at the effective principles and models of teaching and learning as they relate to classroom practices in elementary and secondary schools. Curriculum components of philosophy, principles, practices, problems, and evaluation in an integrated educational program are central to this courses. The related topics of organization, planning, and implementing developmentally appropriate educational practices are also covered.

EDUC 526 - Introduction to Research and Evaluation in Education (3)

Students will be introduced to the vocabulary, theory, principles, methods, and techniques of educational research and evaluation. Students will read and review a variety of research articles related to qualitative and quantitative methods. Topics of study include student assessment and program evaluation related to state and federal legislation, technical writing, and software used in data collection, analysis, and reporting. An individual action research project is required.

EDUC 527 - 21st Century Curriculum (3)

The classroom experience is adjusting to a rapidly changing world. Teaching and assessment strategies with a learner-centric focus, incorporating students in developing learning goals, as well as focusing on the knowledge and skills for success in the 21st century are the new realities of education. Students in this course will explore trends in learning experiences including literacy across all content areas, standards-based grading, STEAM, and the 4C's of 21st century thinking.

EDUC 528 - Instructional Coaching and Mentoring (3)

Teacher collaboration and peer-based coaching are new expectations in teacher evaluation. Teacher leaders have essential responsibilities in the support of instructional improvement of teachers across the continuum. Students will explore and practice models of coaching and mentoring, the ethics of instructional leadership, along with fostering a support system for continuous improvement of all teachers. The course will include a 15 hour practicum.

EDUC 529 - Collaboration and Professional Development (3)

Teacher collaboration and peer-based coaching are new expectations in teacher evaluation. Teacher leaders have essential responsibilities in the support of instructional improvement of teachers across the continuum. Students will explore and practice models of coaching and mentoring, the ethics of instructional leadership, along with fostering a support system for continuous improvement of all teachers.

EDUC 530 - Leading Organizational Change (3)

Educational research recognizes that schools are complex organizational systems. Understanding how systems operate as well as the roles and responsibilities of teacher leaders are central to shaping and influencing the learning experience of schools. Students will study the contexts, structures, and processes of school organizations to make connections between leadership theory, school improvement, and system-wide change.

EDUC 540 - Foundations of Educational Leadership (3)

This course provides teacher leaders with knowledge and skills in defining purpose for change, establishing the direction for change, shaping school culture through a shared strategic vision, and setting priorities for school improvement.

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 683 - Supervision of Student Teachers (2)

By arrangement.

EESC-Earth and Environmental Science

EESC 110 - The Environment and You (Lec/Lab) (4)

A study of our natural environment and the physical and biological principles functioning in it. We will study humans as part of the overall ecosystem and we will look at the effects human actions have on different natural systems: land use, air and water pollution, biodiversity decline, resource extraction and global issues.

Student Learning Outcomes

We will develop a background for understanding and discussing the natural functioning of the different Earth systems: geophysical systems, the atmosphere, the oceans, and natural ecosystems. Develop an understanding of the scientific approach to knowledge. Be aware of the relationship and impact of the field of environmental science to other fields and society. Be able to use the terminology appropriate for the discipline. Develop an understanding of the historical development, and relationships, of major ideas in environmental science. Understand Human population dynamics and the effect humans have on the environment.

ENGL-English

ENGL 105 - Unpacking Academic Writing and Research (3)

Academic writing and research skills are essential to student success in higher education. However, students are often unaware of the conventions of formal academic research and writing. In this class, students identify and apply relevant academic research and discourse conventions, evaluate, and integrate academic research into their own writing, and employ APA style and citation to build academic ethos. Through discussion boards, scaffolded writing assignments, and hands-on research, students demonstrate the necessary skills for academic success in their chosen programs.

Student Learning Outcomes

Recognize and utilize the discourse conventions of academic writing
 Compose thesis-driven academic prose appropriate to the rhetorical situation
 Organize their ideas and integrate research at the sentence, draft, and paragraph levels
 Apply the conventions of APA style and citation to their writing
 Utilize a variety of research strategies based on need, circumstance, and type of inquiry
 Select, analyze, and organize research and information sources for use in their own writing

HIST - History**HIST 303 - The Civil War and Reconstruction (3)**

An examination of the sectional controversy, the Antebellum South and slavery, the failure of the political system to resolve peacefully the conflict between the North and South, the conduct of the War, and the nature of Reconstruction.

Student Learning Outcomes

An overall understanding of the history of the Civil War, Reconstruction, and slavery in the United States, and the major debates around them.
 An understanding of and sensitivity to issues of race, gender, class, and nationality in the past and present.
 An understanding of how history is made, and an introduction to critical analysis of evidence.
 Development of analytical, critical thinking, communication, research, and reading skills.
 Development of student-centered critical reflection and active learning.
 Development of teaching and presentation skills, both individual and collaborative.

HIST 331 - The American West (3)

The history of frontier expansion from the colonial period through the early 20th century, with primary emphasis on the settlement of the trans-Mississippi West in the 19th century. Also considers the 20th century development of the West. Open to freshman.

Student Learning Outcomes

An overall understanding of the history of American West, and the major debates within the field
 An understanding of and sensitivity to issues of race, gender, class, and nationality in the past and present
 An understanding of how history is made, and an introduction to critical analysis of evidence
 Development of analytical, critical thinking, communication, research, and reading skills
 Development of student-centered critical reflection and active learning
 Development of teaching and presentation skills, both individual and collaborative

LDRS-Leadership**LDRS 360 - Community Engagement in 21st Century Policing (3)**

This course discusses the importance of community engagement in policing and how to create an effective outreach effort to establish trust and a spirit of sincere, genuine collaboration with the public. Topics to be covered include the importance of the law enforcement agency's legitimacy in the community, best practices for building collaboration between law enforcement and the community, and establishing and maintaining an effective outreach program.

Student Learning Outcomes

Understand historical perspectives on community engagement strategies and public information dissemination in law enforcement
 Identify the contemporary policing community engagement strategies and the evolution of public expectations
 Apply 21st Century innovation in the facilitation of community outreach and public information efforts
 Administer best approaches in the effort to build trust and legitimacy with the community as a police leader
 Predict future challenges in building trust and a spirit of collaboration with communities

LDRS 361 - Law Enforcement Response to Mental Health & Officer Wellness (3)

This course presents best practices for law enforcement for providing effective services to individuals with mental illness. Services and venues available to assist mentally ill populations will also be explored, as will criminal justice applications and alternative paths for offenders. Additionally, this course will address issues surrounding and ways to improve officer mental health and wellness.

Student Learning Outcomes

Understand historical perspectives on US social programming and law enforcement's role regarding mental health

Identify current approaches to mental health issues in the US and law enforcement's role in addressing them

Identify best practices in law enforcement's approach to the mentally ill and people in crisis

Understand alternative criminal justice processes for offenders experiencing mental illness

Identify best practice wellness programs for first responders and police employees

LDRS 362 - Critical Leadership Issues in Policing (3)

Critical Leadership Issues in Policing is a discussion of contemporary issues facing law enforcement agencies and exploration of ways to navigate 21st Century policing challenges. The course identifies change catalysts and ways in which a law enforcement leader can effectively and strategically evolve to best carry out her/his organization's mission. The course also covers best practices for identifying trends and predicting future challenges so leaders can mitigate negative consequences.

Student Learning Outcomes

Summarize historical critical leadership issues in policing and past leadership perspectives

Define contemporary critical issues in policing and be able to analyze their impact on law enforcement organizations

Identify ways to successfully navigate contemporary critical issues facing policing

Apply best methods to predict future or emerging issues using strategic thinking, basic forecasting, and networking

LDRS 363 - Crisis Management Leadership in Policing (3)

The complexity of societal and community relationships with the police and government presents challenges that law enforcement leaders must address and embrace. This course identifies best practices for addressing and effectively managing crises in contemporary policing. The course outlines methods for developing solutions to crises affecting public safety and crime reduction, strategies for fostering community collaboration when crises occur, and ways to manage and mitigate crises. An adaptable, scalable plan will be presented and used as a model for crisis management through this course.

Student Learning Outcomes

Comprehend the historical approach law enforcement leaders took toward managing crisis

Summarize contemporary crisis events and dynamics surrounding them

Identify and interpret the complexities surrounding police community relationships in the 21st Century and how to create a foundation of collaboration and trust as a practice for effectively dealing with crisis

List best practices and approaches to crisis events at multiple levels of leadership

Explain and give examples of what crisis communication is and how to maximize its effectiveness

Discover and chart systems, processes, and strategies to predict trends and mitigate potential crisis

LDRS 500 - Foundations of Leadership (3)

An introduction course in Leadership that sets the basis for the student's leadership method. Through examining the various styles of leadership and an introspective exploration into the importance of personal values, attitudes, and strengths in being a leader, this course will set the groundwork from which the student will begin to develop their own personal leadership philosophy.

Student Learning Outcomes

Understand styles of leadership, risks and benefits, strengths and limitations, and the situations in which they can best serve the shared work, as we develop our own perspectives on leading

Explore in depth - servant, transformational leadership and spiritual leadership

Examine how personal values and ethics affect leadership and their importance in the workplace

Learn how to communicate effectively including describing and applying the practices of polarity management, ladder of inference, dialogue, and humble inquiry in leading teams

Understand the importance of empowering others in leadership

Develop an evolving personal leadership philosophy

LDRS 501 - Research (3)

Being both a knowledgeable consumer and producer of information is essential to being a good leader. This course introduces students to research methods at a level that allows them to understand scholarly and evaluative research findings and to design projects of their own. Topics to be covered include the research process, research ethics, basic quantitative and qualitative research methods, and evaluation research with a particular emphasis on conducting research in applied settings.

Student Learning Outcomes

Understand the importance of integrating leadership theory and data in good research

Formulate and write a strong research question

Discuss the rationale for selecting quantitative, qualitative or mixed method research to design and answer a research question

Describe the various components of quantitative, qualitative and mixed methods research designs

Discuss the advantages and disadvantages of quantitative, qualitative and mixed methods of research design

Demonstrate analytical skills as a consumer of research

Demonstrate knowledge of action research processes and the role it should play in organizations

Prepare an initial research proposal for consideration for the final capstone project

LDRS 502 - Organizational Theory (3)

This course explains how organizational behavior has direct impact on organization financial and economic performance, human resources, and internal and external communication. Concepts (ex. Group dynamics, organizational culture, motivation etc.) and theories (human behavior, postmodernism, feminism) will be covered. Concepts that influence behavior such as group dynamics, organization culture, motivation, power and politics, and conflict management are some of the specific areas covered in this course. Theory will include scientific management, human behavior, integrated perspectives, postmodernist, critical, and feminist.

Student Learning Outcomes

To introduce students to organizational theory and different aspects of organizations

To introduce the four major views of organizational framing (structural, human, political, symbolic) within existing theory and research on organizations

To learn how to develop a case study by using each of these frames separately to examine and analyze organizational issues, behaviors, financial outcomes, and leadership decisions.

To practice applying the four lenses to examine and analyze organizational issues, identify possible options, and to understand the value of using different lenses.

To understand and appreciate the relationship between the human side and the structural side of organizations

To understand the influence of political dynamics and organizational culture in organizational behavior and in decision-making

To critique organizational and leadership theories and to develop an appreciation on how examining issues, causes, and needs through different perspectives or lenses can expand your understanding of organizational behavior and your capacities as a leader

To examine organizational behavior and leadership through the experiences of another leader that you will interview for your final paper

LDRS 503 - Leadership Ethics (3)

Great leaders are both morally good themselves and inspire moral goodness in those they lead. This course is an advanced introduction to the philosophical study of morality. In it we examine the nature of virtue, duty, and the general welfare. Particular attention is paid to Aristotle's account of the development of moral character. The course is designed to help students develop their abilities to read, explain, analyze and evaluate philosophical literature, express their own ethical views, and think critically about ethical issues.

Student Learning Outcomes

Define and explore different perspectives of values, ethics and ethical leadership as they apply to organizations. Discuss how personal values and organizational values relate. Discuss the benefits and reasons for organizations and leaders to be ethical Describe the Management Model for Understanding Ethical Behavior in Organizations. Define/explain the 4 key elements of the model: ethical issue intensity, individual factors, organizational factors (leadership, strategy, structure, procedures, and corporate culture), and opportunity

Describe the stakeholder model in relation to ethics as it applies to identifying ethical issues, strategic planning, and in ethical decision-making. Explain the role of primary and secondary stakeholders, the guidelines for using the stakeholder model, and application of the model

Discuss ethics in relation to social responsibility. Explain Carroll's Model of Social Responsibility. Describe social responsibility issues related to economic conditions, competition, legal and regulatory areas, and philanthropic topics

In relation to ethical issues, describe the major ethical issues in organization, ethical issue intensity, ethical dilemmas, and the role of management in making employees aware of ethical issues. Relate specifically to you as a leader.

Ethical decision-making will be explored from several different perspectives including research models, philosophical approaches, and management systems methods. Discuss the role leaders play as examples and in designing organizations to be ethical

Explain six philosophical perspectives to ethics including egoism, utilitarianism, deontology, relativism, virtue ethics, and justice ethics. Apply these to several case studies and discuss how you as a leader could use the different philosophies to approach an ethical issue

In making decisions, describe how culture influences our ethical decision making. Discuss the influence of norms, groups, relationships, significant others, and organizational pressures on a manager's decision-making

LDRS 504 - Leadership Communication, Conflict Resolution and Negotiation (3)

An analysis of communication including Nonverbal, Interpersonal, Conflict Management, Cross Cultural, Small Group, and Public Communication, followed by an application of those communication skills in Negotiation and Conflict Resolution.

Student Learning Outcomes

Understand basic communication concepts of interpersonal, group, and team communication

Understand and develop listening skills

Understand conflict and negotiation, and enhance resolution skills

Develop a personal leadership conflict communication philosophy

LDRS 505 - Diversity (3)

Diversity within a group is a positive asset benefitting decision making, productivity, creativity, and learning. One task of a leader is to work to overcome negative beliefs, behaviors, and unconscious attitudes that oppress non-dominant group members. This course will use historical, sociological, ethical, and psychological perspectives to develop practical skills towards this end.

Student Learning Outcomes

Have up-to-date knowledge about the new realities of the workforce, including demographic, legislation, and social policy trends in the U.S., and around the world

Understand interdisciplinary theories of cross-cultural differences in interpersonal relations and communication in the workplace

Understand the causes and consequences of workforce exclusion, highlighting the groups commonly excluded in various countries

Be able to examine the impact of immigration, worker migration, and expatriates on the management of international organizations, both for-profit and non-profit and understand the ethical basis for diversity management

Be able to analyze and synthesize research-based knowledge relevant to culture, race, religion, gender, sexual orientation and disabilities in assessing, planning, intervening, and acting as leaders with employees and employers in the broader community

Possess skills in designing evidence-based interventions linked to the Inclusive Workplace model including policies, procedures and programs that facilitate its implementation in an ethical and professional way

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

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

To personally analyze how personal background and experiences influence originality and how to effectively communicate original ideas

To learn the underlying concepts of designing a business
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

To learn and use ideation tools to generate ideas for solving a unique problem

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

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

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

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

Become familiar with theories of public policy and analysis

Demonstrate knowledge about state and national level policy making

Be able to develop a policy proposal and presentation on a state or national public policy topic

LDRS 508 - Strategy of Non Profit Leadership (3)

This course introduces the student to the major opportunities, challenges, and issues that leaders and managers face in increasing nonprofit effectiveness. Topics include understanding the nonprofit sector, nonprofit management, governing and leading nonprofit organizations, obtaining and managing resources. Students will complete a leadership strategy portfolio for a nonprofit organization as a final project. Students can decide to utilize a nonprofit organization that they work for, volunteer for, are interested in, or can develop the portfolio for a hypothetical non-profit organization.

Student Learning Outcomes

Review the history of development of non-profits and different types of non-profit organizations

Learn strategies for non-profit board and executive leadership

Understand nonprofit accountability and measuring performance

LDRS 509 - 21st Century Health Care Systems and Policy (3)

This course presents a broad overview of the health care delivery system and the interplay of health care policy. This course will explore the organization of health care, the workforce, financing, health care costs and value, management and the utilization of health information technology. This course also provides the opportunity to learn about population and public health, health and behavior and meeting the needs of vulnerable populations. The United States Health Care System is also contrasted with the systems in England, Canada, France and China. Finally, the course provides some idea about the future of health care delivery.

LDRS 510 - Sports Marketing, Promotion and Communication (3)

This course introduces students to the unique principles and best practices of marketing, promotion, and

communicating within the sports industry. Topics covered include marketing and promoting sports activities, organizations, and sports equipment. In addition, the role of emerging communication technology, media and social networking and public relations in the sports industry will be covered.

LDRS 560 - Community Engagement in 21st Century Policing (3)

This course discusses the importance of community engagement in policing and how to create an effective outreach effort to establish trust and a spirit of sincere, genuine collaboration with the public. Topics to be covered include the importance of the law enforcement agency's legitimacy in the community, best practices for building collaboration between law enforcement and the community, and establishing and maintaining an effective outreach program.

LDRS 561 - Response to Mental Health and Officer Wellness as a Law Enforcement Organization (3)

This course presents best practices for law enforcement organizations to provide effective services to individuals with mental illness. Services and venues available to assist mentally ill populations will also be explored, as will criminal justice applications and alternative paths for offenders. Additionally, this course will address issues surrounding and ways to improve officer mental health and wellness within a law enforcement organization.

LDRS 562 - Critical Leadership Issues in Policing (3)

Critical Leadership Issues in Policing is a discussion of contemporary issues facing law enforcement agencies and exploration of ways to navigate 21st Century policing challenges. The course identifies change catalysts and ways in which a law enforcement leader can effectively and strategically evolve to best carry out her/his organization's mission. The course also covers best practices for identifying trends and predicting future challenges so leaders can mitigate negative consequences.

LDRS 563 - Crisis Management Leadership in Policing (3)

The complexity of societal and community relationships with the police and government presents challenges that law enforcement leaders must address and embrace. This course identifies best practices for addressing and effectively managing crises in contemporary policing. The course outlines methods for developing solutions to crises affecting public safety and crime reduction, strategies for fostering community collaboration when crises occur, and ways to manage and mitigate crises. An adaptable, scalable

plan will be presented and used as a model for crisis management through this course.

LDRS 590 - Special Topics (3)

Special topics in leadership

LDRS 601 - Advanced Strategic and Human Resources Management (3)

An integrating course designed to develop coordinating ability and experience in the decision-making process. Taught from top decision maker's viewpoint and by the case method, the course develops understanding of an overall point of view through analysis of actual business situations, and an appreciation of the relations of the production department to other departments and to the business as a whole. Concluding cases emphasize the responsibilities of the business enterprise to the community and to society. An analysis of macro and micro behavioral approaches to effective human resource management within the organization. Topics include the environment, the individual, small group, leadership, motivation, job design, evaluation, rewards, and growth. Macro behavioral topics such as organizations, design, climate, and organizational processes are also covered as these relate to human behavior within organizations.

LDRS 602 - International Business (3)

This course will provide a broad knowledge of international business management and stimulate the interpersonal and intercultural management skills necessary for conducting international business. The economic, political, and legal aspects of global business are discussed in the course. This course also explores the history, evolving definitions, theories, management, and synergies of global business and international development. An overview of legal, ethical, and cultural competency issues in both international business and development is provided.

LDRS 610 - Servant/Transformational Leadership (3)

Servant-Leadership as a leadership philosophy is relatively new, but as a concept of living is a timeless notion. As Transformational Leaders we inspire our followers to be leaders and moral agents of social change in their culture. This course is an examination of the foundation, principles, and practices of servant and transformational leadership. How these two leadership philosophies can work together to help bring social and moral change to the culture around us.

LDRS 611 - Grant Writing (3)

For a NGO, receiving grants, whether federal or private foundation, can determine whether the organization continues to operate or fails. Students will learn key steps to help them find and formulate grant applications to help achieve additional funding for their organization. This course will teach students how to research and develop mutually beneficial relationships with potential funding sources, organize a grant writing campaign and keep track of all funding sources, requests and donations, and prepare complete proposal packages.

LDRS 612 - Justice and Forgiveness (3)

Completion of this course will involve: i) Understanding the nature of social justice (and injustice) with the ability to identify relevant practices across a range of cultural settings. ii) Comprehension of various forms of forgiveness (especially shallow vs. authentic forms), techniques for fostering forgiveness and its benefits. iii) Investigation of the role of memory (or lack thereof) in both justice and forgiveness, e.g. the role of memorials in preventing future injustice, the impossibility of forgiveness if injustice is forgotten or denied, etc.

LDRS 621 - Leading in Interprofessional Healthcare Teams (3)

This course integrates the learnings from the prior leadership courses with the adaptive work of leading within Interprofessional healthcare teams. We will look at how to identify and learn about the various professions involved in delivering healthcare as we use the perspectives of adaptive leadership and the techniques of polarity management to make progress on the complex issues inherent in healthcare in the 21st century.

LDRS 622 - Change and Innovation in Healthcare (3)

Managing organizational change and transition is challenging at the best of times, in today's dynamic health care environment, change is a constant of both organizational and health care life. Whether the change is simple or complex, organizations must adapt in order to survive let alone thrive. Leaders need to act as 21st Century change agents to envision necessary transition and effectively lead organizations through the change initiatives. This course prepares participants to lead change within a wide variety of health care settings. Students will learn about strategic planning in health care settings and will utilize these skills to develop a strategic change portfolio

LDRS 631 - Sports Fundraising and Financial Concepts (3)

This course introduces students to the unique aspects of finance and fundraising in the sports industry. Topics covered will include financial management such as terminology, systems, and strategic budgeting; Sports fundraising concepts such as traditional and new strategies, events, solicitation techniques, and philanthropic giving

LDRS 632 - Current Trends in Sports Leadership (3)

This course provides students with information related to several key topics in the sports industry. Topics examined will generally be selected by the instructor and include relevant content about sports legal issues, sports facility management, sports psychology, and more.

LDRS 690 - Special Topics (3)

Special topics in leadership

LDRS 699 - Leadership Project/Practicum (3)

This course is the capstone experience of the program. Students will begin formulating ideas for their project during the first year. Students will design a project with the potential for implementation. The project will demonstrate and utilize skills and ideas from the coursework. The projects can be either theoretical or tied to an existing organization's mission.

MATH - Mathematics**MATH 106 - Mathematical Applications for Management (3)**

This is a study of math concepts, used as tools, specifically in business functions. Topics covered include: linear equations and inequalities; linear programming; matrices; mathematics of finance; and basic probability and statistics.

Prerequisite: Two years of high school algebra or college equivalent. Offered: Spring.

Student Learning Outcomes

Write a linear equation using two points.
Explain the meaning of a slope and y-intercept.
Solve linear inequalities and systems of linear equations.
Add, subtract, and multiply and reduce matrices.
Compute simple and compound interest.
Compute an annuity, a sinking fund, an amortization, or a present value.
Do basic counting and compute probabilities.
Calculate simple statistics.

MATH 205 - Statistics (3)

An introduction to descriptive and inferential statistics. Intended primarily for students of the social sciences, business, psychology, and education. Includes organizing and describing data, probability, random variables, sampling distributions, estimation, hypothesis testing, correlation, regression, and analysis of variance.

Prerequisite: Two years of high school algebra or college equivalent. Offered: Spring.

Student Learning Outcomes

Students will be able to read and understand quantitative data in various formats.
Students will be able to communicate the meaning of quantitative data and the results of data analysis.
Students will be able to explain the basic concepts of quantitative reasoning, such as variables, constants, and estimates.
Students will be able to understand how inferences are drawn from quantitative analysis.
Students will be able to recognize the limitations of quantitative methods.
Students will be able to determine and use appropriate quantitative methods to solve problems.
Students will be able to accurately interpret the results of data analyses.

MUS - Music

MUS 103 - History of Popular Music (3)

This course is an overview of popular music in the United States covering the roots of rock and roll to music of the present day. Music fundamentals are covered in this general music class. Major styles, representative artists and the conditions from which they rose are explored. Sociological, economic and cultural factors that shaped the music of different eras are also examined. For the non-music major.

Student Learning Outcomes

Increase the student's ability to think creatively and critically about Rock and Roll music.
Be able to broadly describe the history and development of popular music in the United States from 1940 to the early 1990s.
Increase the student's ability to aurally identify elements of Rock and Roll music from various eras and styles.
To study how rock music reflects society while impacting society.
Analyze the influence of mass media and technology.
Study the role of rock and popular music as a symbol of identity.
To increase the ability of the student to work constructively in a group context.

PHIL - Philosophy

PHIL 252 - Ethics (3)

A study of the basic problems and chief types of ethical theory and of the rational principles sustaining moral discourse.

Prerequisite: Sophomore standing. Offered: Fall, Spring, Summer.

Student Learning Outcomes

Recognize ethical issues and concerns related to everyday life.
Have a clear understanding of the meaning and method of "moral reasoning" both as a philosophical discipline and as a practical activity of life.
Be familiar with the major ethical theories and ethical theorists which have current and historical influence and recognize when people are drawing upon these theories.
Have an acquaintance with the essential values and moral principles involved in a variety of practical and relevant ethical issues related to human life.
Have an increased ability to read and understand philosophical writing about ethical issues.
Have a clear understanding of how Christian perspectives shape ethical reflection and action.

PSYC-Psychology

PSYC 101 - General Psychology (3)

This course examines the foundation of behavior and is an overview of the field of psychology with an emphasis on fundamental processes and principles. Topics that are covered include scientific method, the nervous system and behavior, sensory processes and perception, learning, memory, motivation, cognition, personality, and behavior

disorders. The general purpose of this course is to have students demonstrate a knowledge of the basic concepts, principles, theories, and issues related to these topics. This course is a prerequisite for all courses in psychology except PSYC 203.

Offered: Fall, Spring.

Student Learning Outcomes

Responsible engagement: You will be encouraged to apply psychological principles to become a responsibly engaged citizen in the world.

Self-Understanding: You will be encouraged to apply what you learn in this course to facilitate and enhance your college success as well as other life domains.

Understanding diversity: You will be encouraged to contemplate how diversity shapes human behavior and interaction.

PSYC 202 - Research Methods (3)

This course will provide an introduction to the methodologies used in psychological research. Topics will include naturalistic observation, correlational and regression methods, reliability and validity of measurements. Special attention will be given to techniques that control or reduce error variance. Students will also be introduced to and become proficient with the technical writing style of the American Psychological Association (APA). This course will provide a basic foundation for the understanding of the research process and is intended as a prerequisite for other 300-level psychology courses in which such knowledge is essential.

Prerequisite: PSYC 101; PSYC 201. Offered: Fall.

Student Learning Outcomes

Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

Students will understand and apply psychological principles to personal, social, and organizational issues.

Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

Demonstrate information competence and the ability to use computers and other technology for many purposes.

Students will communicate effectively in a variety of formats.

PSYC 203 - Developmental Psychology (3)

This course is an overview of the concepts related to the development of humans from conception to old age.

Emphases include the physical, intellectual, emotional, and social development of normal children, adolescents, and adults.

Offered: Fall, Spring.

Student Learning Outcomes

To provide a broad introduction to the study of human development that will enable students to better understand human growth and changes across the life-span from conception to death.

To develop critical thinking and familiarity with psychological research methods used to study human development.

To increase understanding and acceptance of individual differences in development.

PSYC 318 - Statistics for the Behavioral Sciences (3)

This course builds upon material covered in PSYC 202 and is the culmination of the two-course sequence in statistics and design. The course will examine more complex statistics and research methods in psychology, including power, advanced hypothesis testing, factorial designs, one-way and two-way analyses of variance, nonparametric statistics, and advanced statistical computer applications. The major emphases will be on research design, data collection, analysis, interpretation, and professional APA reporting of research results. Students will conduct research under the direction of the instructor and present

that research at the research symposium.

Prerequisite: PSYC 202. Offered: Spring.

Student Learning Outcomes

Psychology is often defined as the science of behavior and mental processes. In order to be able to understand behavior and mental processes via science, you must be able to run studies and analyze data! This course is designed to give repetition to and elaborate on the statistical knowledge you have already had exposure to. A focus will be on understanding statistical theory, hand calculating statistics while understanding the theory behind it, creating data files, analyzing data, evaluating SPSS output, and writing results in APA style.

You will also be completing the final project which will you began in the fall. Specifically, you will finish writing your final paper and you will present your results to your peers at a conference.

Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PT-Physical Therapy

PT 101 - 1st Year Information Hour (0)

By arrangement

PT 102 - 1st Year Information Hour (0)

By arrangement

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.

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.

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.

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.

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.

PT 751 - Theory of Exercise (2)

This course examines the foundations and principles of therapeutic exercise as they relate to the practice of physical therapy. Topics include resistive exercise, stretching, range of motion, endurance, posture, and balance. These concepts will then be applied to specific areas of the body and common physical therapy diagnoses. Students will design appropriate exercise programs capable of producing meaningful functional changes.

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.

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.

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.

PT 781 - Clinical Ed Theory I "Introduction to Physical Therapy" (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.

PT 782 - Clinical Ed Theory II "Preparing for Clinical Experience" (2)

In this course students will learn and practice healthcare reimbursement in physical therapy including billing, coding, and documentation. This course will also prepare students for their first full-time clinical education experience including patient/client privacy, infection control, CPR, and professional behavior expectations.

PT 783 - Clinical Ed Theory III "PTA Partnership and Disability Awareness" (1)

The course will provide students an opportunity to reflect on their performance and capture learning from the preceding clinical experience. The course covers the Physical Therapist - Physical Therapist Assistant partnership and disability awareness. This course will also prepare students for their second full-time clinical education experience.

PT 784 - Clinical Ed Theory IV "Communication in Physical Therapy" (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.

PT 785 - Clinical Ed Theory V "Preparing for the Profession" (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.

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.

PT 851 - Neuroscience for Physical Therapy (4)

This course presents the detailed study of the central, peripheral, and autonomic human nervous systems.

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.

PT 853 - Cardiopulmonary Physical Therapy (3)

This course will examine the normal and abnormal functioning of the cardiopulmonary system, common pathologies of the cardiopulmonary system, and the evaluation and treatment of patients/clients with cardiopulmonary disorders.

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.

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.

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.

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.

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.

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.

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.

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.

PT 884 - Clinical Experience IV (12 weeks) (12)

This course is the fourth and terminal full-time clinical experience during which students integrate the knowledge, skills, and clinical reasoning essential to becoming an effective and entry-level physical therapist under the mentorship and supervision of a licensed physical therapist. Students will participate in all elements of patient/client management (examination, evaluation, diagnosis, prognosis, intervention, and outcomes) and performance at entry level or beyond is expected.

PT 891 - Communication in Physical Therapy (2)

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

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.

PT 893 - Advanced and Specialty Topics (1)

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.

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.

Student Learning 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.

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, vestibular disorders, amputation, and spinal cord injury.

PT 942 - Physical Rehabilitation II (4)

This course presents in-depth instruction in the pathophysiology, evaluation, and management of patients/clients with various diagnoses affecting functional mobility. Students will apply current evidence for intervention and management of conditions covered. Strategies for interprofessional management in evaluation, prescription, and application of assistive technologies will be presented. Diagnoses covered in PT 941 and PT 942 include stroke, traumatic brain injury, multiple sclerosis,

Parkinson's disease, amyotrophic lateral sclerosis, vestibular disorders, amputation, and spinal cord injury.

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.

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.

REL - Religion

REL 371 - World Religions (3)

An introduction to major world religions including Hinduism, Buddhism, Taoism, Confucianism, Judaism, Christianity, Islam and others. Each religion will be studied within its historical context and attention will be given to central concerns of each religion.

Offered: Every two years.

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