

University of Jamestown
College of Graduate and Professional Studies
Catalog - Spring 2024

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Contact Information

University of Jamestown Contact Information

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Jamestown, ND 58405

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www.uj.edu

Fargo

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Fargo, ND 58104

Phone: (701) 356-2136

Fax: (701) 253-4492

Phoenix

3110 N Central Avenue

Ste L-190

Phone: (701) 557-8071

Fax: (701) 639-4176

accelerated.uj.edu

Office of Admission

Phone: (800) 336-2554

Email: admission@uj.edu

Effective Date of Catalog: August 28, 2023

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

History and Heritage

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

In the part of the territory that is now western North Dakota, a French nobleman, the Marquis de Mores, ranched and built a meat packing plant; another Frenchman, Pierre Wibaux, started a ranching operation that was to become the largest in the United States; and a young man from New York, Theodore “Old Four Eyes” Roosevelt, began a career that was to take him to the White House.

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

proper education of our youth under Christian influences.”

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

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

The extremely cold winter of 1886 contributed to the onset of economic problems. After closing during the financial panic of 1893, the University was reopened in 1909 by the North Dakota Synod under the leadership of President Barend H. Kroeze. Dr. Kroeze was to set in motion forces that would allow the University to grow and prosper as it “encouraged the development of an educated Christian citizenship” and sought “to offer a liberal culture combined with moral training.” The current 110 acres of wooded land the campus now occupies bears little resemblance to the bleak site upon which the founders stood and pondered the future of their own lives and that of a fledgling college. Today, University of Jamestown overlooks a progressive city of sixteen thousand people which offers a variety of recreational facilities and warm hospitality. Modern facilities now grace “College Hill,” including the architectural prize-winning Raugust Library, which houses more than 150,000 items; Larson Center; Seibold and Prentice residence halls; Lyngstad Center, a modern classroom facility; the Reiland Fine Arts Center, with its exceptional concert/performance hall; the Unruh and Sheldon Center for Business and Computer Science; the Ed and Elaine Nafus Student Center; the Foss Fitness Center; the remodeled Liechty Center-Taber Hall; the McKenna Thielsch Center with its nursing and science labs; and the Harold Newman Arena. The University also completed a 13,350 square foot building in Fargo to house the Doctor of Physical Therapy Program, which matriculated its first class in the fall of 2013.

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

the University's online undergraduate programs.

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.

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.

University of Jamestown, founded in 1883, is a non-sectarian, independent four-year college known for integrating the liberal arts and the professions in a Christian environment.

2023-2024 Academic Calendar

Semester I

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

Semester II

| | | |
|-----------------|--------------|---|
| Monday | Jan 8 | Spring Classes Begin |
| Sunday | Mar 3 | End of Midterm – First 8 Weeks |
| Monday-Friday | Mar 4-8 | Spring Break |
| Monday | Mar 11 | Spring Classes Resume |
| Tuesday | | Assessment Day |
| Friday | Mar 29 | Good Friday – No Classes – Offices Closed |
| Monday | Apr 1 | Easter Monday – No Classes – Offices Closed |
| Friday | Apr 26 | Last Day of Spring Classes |
| Monday-Thursday | Apr 29-May 2 | Spring Final Exams |
| Saturday | May 4 | Commencement |
| Sunday | May 5 | Spring Term Ends |

Summer Semester

| | | |
|-----------------|-----------|-------------------------------------|
| Monday | May 6 | Summer Term Starts |
| Friday | June 30 | Summer First 8 Week Session Ends |
| Monday | July 1 | Summer Second 8 Week Session Starts |
| Friday | Aug 16 | Last Day of Summer Classes |
| Monday-Thursday | Aug 19-22 | Summer Full Term Finals |
| Sunday | Aug 25 | Summer Term Ends |

2024-2025 Academic Calendar

Semester I

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

Semester II

| | | |
|---------|---------|--------------------------------|
| Monday | Jan 6 | Spring Classes Begin |
| Sunday | Mar 2 | End of Midterm – First 8 Weeks |
| Monday- | Mar 3-9 | Spring Break |

| | | | | |
|---------------------|------------------|---|-----------------------------|---|
| Friday | | | Spring Semester 2024 | |
| Monday | Mar 11 | Spring Classes Resume | January 8 | Spring Session A courses begin |
| Tuesday | | Assessment Day | January 12 | Last day to drop an online course |
| Friday | Apr 18 | Good Friday – No Classes– Offices Closed | March 1 | Spring Session A courses end |
| Monday | Apr 21 | Easter Monday – No Classes– Offices Closed | March 4-8 | Spring Break – no classes |
| Friday | Apr 25 | Last Day of Spring Classes | March 11 | Spring Session B courses begin |
| Monday- Thursday | Apr 28- May 1 | Spring Final Exams | May 3 | Spring Session B courses end |
| Saturday | May 3 | Commencement | May 6-10 | No classes |
| Sunday | May 4 | Spring Term Ends | Summer Semester 2024 | |
| Summer Term | | | May 12 | Summer Session A courses begin |
| Monday | May 5 | Summer Term Starts | May 16 | Last day to drop an online course |
| Friday | June 29 | Summer First 8 Week Session Ends | June 24-28 | Mandatory in person residency on University of Jamestown campus (Jamestown, ND) |
| Monday | June 30 | Summer Second 8 Week Session Starts | July 5 | Summer Session A courses end |
| Friday | Aug 15 | Last Day of Summer Classes | July 8-12 | No classes |
| Monday- Thursday | Aug 18- 21 | Summer Full Term Finals | July 15 | Summer Session B courses begin (note: this session is 6 weeks long) |
| Sunday | Aug 24 | Summer Term Ends | August 25 | Summer Session B courses end |

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

2023-2024 Master of Science in Clinical Counseling Program Calendar

Fall Semester 2023

| | |
|---|-----------------------------------|
| August 28 | Fall Session A courses begin |
| September 1 | Last day to drop an online course |
| October 20 | Fall Session A courses end |
| October 23-27 | Fall Break – no classes |
| October 30 | Fall Session B courses begin |
| December 22 | Fall Session B courses end |
| December 23, 2023 – January 7, 2024 | Christmas Break – no classes |

2025-2026 Academic Calendar

Semester I

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

Semester II

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

Summer Session

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

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, 15 institutional objectives provide linkage between program outcomes and the university mission. These are listed below.

Institutional Objectives

University of Jamestown:

Student Learning

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

Community Engagement

- recognizes and fosters opportunities to connect with, integrate into, and participate and serve in the larger communities in which it resides; (Community)

- demonstrates its commitment to continuous improvement through discipline-specific and pedagogical faculty development; (Faculty Development)
- demonstrates its commitment to continuous improvement through staff development; (Staff Development)
- maintains mutually beneficial relationships with alumni and institutional friends; (Development)
- operates within a system of shared governance in which the opinions and values of constituents contribute to decisions and responsibility for success is shared; (Shared Governance)

Stewardship and Fiscal Integrity

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

Assessment Activities

A partial list of assessment activities follows:

1. administration of the Ruffalo Noel Levitz Student Satisfaction Inventory, Adult Student Priorities Survey, and Priorities Survey for Online Learners;
2. administration of standardized testing to graduating seniors in selected departments (e.g. MFT); graduating seniors complete these assessments as required by certain departments;
3. analysis of reported performance on graduate and professional school examinations (including 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 a 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 evaluations, 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 without official consent from the Office of the President and the Office of Student Affairs. 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.

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

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 |
| Phone: | 58505-0230 |
| Email: | 701-328-4140 |
| | claire.gunwall@ndus.edu |

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

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 W. Adams Street, #3008

Phoenix, AZ 85007

Phone: 602-542-5709

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

Counseling Services

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

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 Assistant Registrar 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

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.

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

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.

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.

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 (p. 49)graduate degree program pages (p. 47) 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.

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 graduate degree program pages (p. 47), undergraduate degree program pages (p. 38), and 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 term only)
- Graduation Brick: \$25 (optional; graduation term only)
- Transcripts: \$15
- Technology Fee: \$30 per term

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, Registrar, 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 Title IV Funds and Institutional Charge Policy for Withdrawals

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

The UJ Return of Federal Title IV Aid and Institutional Aid and Refund Policy can be found at:
https://www.uj.edu/app/uploads/pdfs/R2T4FundsPolicy.pdf_f_6270_1684864600.pdf.

Institutional Charge Policy for Withdrawals

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

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

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

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

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.

The use of a program to automatically generate an assignment that one claims as their own academic work is a violation of the Academic Integrity policy, and students who do so will be subject to the discipline described in our policy, including being placed on academic sanction. The purpose of requiring writing at the university is not just in producing a product, but in training your mind to think and reason in a certain way.

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 Undergraduate Dean.

All cases of academic dishonesty must be reported to the Undergraduate 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.

A course instructor who suspects a violation of the Academic Integrity Policy should inform the student of his/her suspicion and present him/her 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 Undergraduate Dean for resolution no later than three weeks from the end of the semester in which the dispute occurred. If the Provost determines that no question exists, the appeal process is terminated. If any question remains, the Undergraduate Dean may refer it to the Executive Committee of the Faculty Senate for a

hearing. The decision of the Executive Committee of the Faculty Senate about the commission of an offense will be final in all such cases.

If a student involved in a violation of the Academic Integrity Policy is not enrolled in a particular instructor's course, as in a case of inappropriate collaboration, the instructor should inform the Undergraduate Dean of the case for appropriate disciplinary action. In the case of multiple violations of the Academic Integrity Policy by a student, the Provost may impose additional sanctions, Undergraduate Dean may include academic warning, academic probation, academic suspension, or expulsion. If any question remains, the Undergraduate Dean may refer it to the Executive Committee of the faculty for a hearing. The decision of the Executive Committee of the faculty will be final in all such cases.

Adding and/or Dropping Classes

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

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

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

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

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.

Administrative Withdrawal of Online Students Policy

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

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

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

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 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 follows the “Carnegie

Definition” of credit hour. 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.

PhD in Clinical Research, 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.

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.

Online Credit Hour Policy

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.

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

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.

Registrar's Office Document Retention

Designated Retention

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

(Aligned with NDUS Records Retention Schedule)

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.

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

Student Paper Retention Policy

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

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

Transcripts

Requests for official transcripts can be made online at www.studentclearinghouse.org, in person in the Registrar's office, or by letter. The transcript request form can be found in MyUJ or on the university website. Students may access their unofficial transcript at any time through MyUJ. Official transcripts can be sent by email to a designated party, or the student may request a paper copy to be mailed by US Post Office. Federal law does not permit the University to honor requests for transcripts made by telephone, by email, or by relatives or friends of the student. A request for a transcript of credits by a student who is in debt to the University will not be honored until the debt has been paid. The university assesses a \$15 charge per transcript. Each transcript includes the student's entire academic record to date. Partial transcripts are not issued. The University of Jamestown does not fax or e-mail official transcripts. The University of Jamestown is not responsible for documents not received by the intended party once we have completed the order.

University Personnel

Board of Trustees

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Jamestown, North Dakota

Burt Riskedahl
St. Paul, Minnesota

Elmer Schindel
Wayzata, Minnesota

James Unruh
Paradise Valley, Arizona

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

Austin Hieb (2022)
Athletic Director

Chris Hoke (2019)
Chief Information Officer

Dustin Jensen (2018)
Dean of Engagement & Student Affairs

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

Kresha Wiest (2021)
Chief Financial Officer

Administrative Personnel

Tracy Boze (2022)
Registrar

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

Nola Czarnik (2021)
Associate Vice President for Academic Innovation and Development

Judy Hager (2013)
Director of Financial Aid

Anna Munns Engdahl (2018)
Director of Institutional Effectiveness

Tonya (McIlonie) Sletto (1998)
Controller

Lindsey VanHall (2022)
Manager of Jimmie Connection/Post Office

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

Graduate and Professional Studies Faculty, 2023-2024

(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

Chelsey Asiala (2023)
Assistant Professor of Physical Therapy
DPT, University of North Dakota

*Jakob Barnard (2018)**
Assistant Professor of Technology
PhD, University of the Cumberland

*Michael Brizek (2023)**
Professor of Business
PhD, Virginia Tech - Pamplin College of Business

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

Dallas Ehrmantraut (2021)
Assistant Professor of Physical Therapy
DPT, University of Jamestown

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

Tara Haj (2014)
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)
Professor of Character in Leadership
PhD, Regent University

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

Courtney LaLonde (2020)
Associate 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

Tim Rice (2023)
Associate Professor of Character in Leadership
PhD, United States Sports Academy

James Schanandore (2017)
Associate 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

*Sara Voorhees (2013)**
Professor of Physical Therapy
PhD, University of Delaware

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)
Professor of Physical Therapy
PhD, North Dakota State University

Undergraduate Degree Programs

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 Applied Information Technology, Behavioral Health, Business Studies, Business Studies: Banking, Business Studies: Industrial Management, Communication Studies, and General Studies. The department also offers minors in Business 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.

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.
- *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.

General Education

Overview

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.

Bachelor of Arts Requirements

| <i>Communication Skills</i> | Credit Hours |
|---|---------------------|
| 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> | |
| American Government or History | 3 |
| 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 | |

Majors

Applied Information Technology Major

Requirements

IT Service Management Certificate

Complete all courses in the IT Service Management Certificate.

| | | |
|----------|--|---|
| TECH 160 | Introduction to Computing | 3 |
| TECH 200 | Hardware Installation and Maintenance | 3 |
| TECH 325 | Networking | 3 |
| TECH 201 | IT Helpdesk | 3 |
| TECH 300 | Operating Systems and Cloud Environments | 3 |

Cybersecurity Fundamentals

You should take Networking prior and that course will be waived from this certificate, but all other Cybersecurity Fundamentals courses will be completed.

| | | |
|----------|--------------------------------|---|
| TECH 362 | Cybersecurity | 3 |
| TECH 311 | Security Policies & Procedures | 3 |
| TECH 326 | Network Security | 3 |

Fullstack Developer Certificate

You will take all courses from the Full Stack Developer Certificate.

| | | |
|----------|---------------------------------|---|
| TECH 152 | Introduction to Web Development | 3 |
| TECH 342 | Database Development | 3 |
| TECH 320 | JavaScript Technologies | 3 |
| TECH 441 | Dynamic Web Design | 3 |

12 Credits of Electives

12 credits of electives must be taken. Students can earn either an additional certificate in “Advanced Fullstack Development” or “Advanced Cybersecurity.” Alternatively, students can select 12cr of upper-division TECH courses to fulfill the remaining credit requirements.

Subtotal: 48

Outcomes

1. Design effective technology-based solutions integrated into the user’s environment.
2. Use critical thinking and problem-solving skills to generate possible solutions to technology related problems.
3. Communicate effectively with clients and peers verbally and in writing.
4. Collaborate in teams to accomplish a common goal by integrating personal initiative and group cooperation.
5. Demonstrate independent learning through research, preparation, and presentation of a solution of a technology problem.
6. Describe the impact of technology on individuals, organizations, and society, including ethical, legal, and policy issues.

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 |
| BEHL 470 | Psychology of Gender and Culture | 3 |

Subtotal: 31

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, 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.

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 221 | 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 221 | 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 422 | 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 221 | Business Management | 3 |
| BUSN 351 | Financial Management | 3 |
| BUSN 370 | Production/Operations Management | 3 |
| BSST 340 | Quality Management | 3 |
| Subtotal: 28 | | |

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 | Introduction to Business Intelligence | 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: 43 | | |

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.

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.

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.

Minors

Business Studies Minor

Requirements

Choose two of the following courses:

| | | |
|----------|------------------------------|---|
| ACCT 201 | Principles of Accounting I | 3 |
| ECON 201 | Principles of Microeconomics | 3 |
| BUSN 370 | Production/Operations | 3 |

| | | |
|----------|--|---|
| COMM 405 | Management Conflict Management and Mediation | 3 |
|----------|--|---|

Subtotal: 6

Core Courses

| | | |
|----------|----------------------------|---|
| BUSN 315 | Business Law I | 3 |
| BUSN 221 | 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

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

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

Core Courses

| | | |
|----------|--|---|
| COMM 101 | Introduction to Communication Studies | 3 |
| COMM 305 | Cross-Cultural | 3 |

| | | |
|----------|-----------------------------------|---------------------|
| | Communication | |
| COMM 370 | Diversity Communication | 3 |
| COMM 405 | Conflict Management and Mediation | 3 |
| | | Subtotal: 12 |

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.

Cybersecurity Minor

Requirements

The Cybersecurity minor comprises the Cybersecurity Fundamentals Certificate and the Advanced Cybersecurity Certificate. Courses should be taken in sequence.

Cybersecurity Fundamentals Certificate

| | | |
|----------|--------------------------------|---|
| TECH 325 | Networking | 3 |
| TECH 362 | Cybersecurity | 3 |
| TECH 311 | Security Policies & Procedures | 3 |
| TECH 326 | Network Security | 3 |

Advanced Cybersecurity Certificate

| | | |
|----------|----------------------------|---|
| TECH 401 | Defensive Network Security | 3 |
| TECH 310 | Secure Operating Systems | 3 |
| TECH 402 | Computer Forensics | 3 |
| TECH 400 | Ethical Hacking | 3 |

Subtotal: 24

Outcomes

1. Design effective technology-based solutions integrated into the user's environment.
2. Use critical thinking and problem-solving skills to generate possible solutions to technology related problems.

3. Communicate effectively with clients and peers verbally and in writing.
4. Collaborate in teams to accomplish a common goal by integrating personal initiative and group cooperation.
5. Demonstrate independent learning through research, preparation, and presentation of a solution of a technology problem.
6. Describe the impact of technology on individuals, organizations, and society, including ethical, legal, and policy issues.

Full Stack Developer Minor

Requirements

The Full Stack Developer minor comprises of the Full Stack Developer Certificate and the Advanced Full Stack Developer certificate. The Full Stack Developer certificate should be taken in sequence.

Full Stack Developer Certificate

| | | |
|----------|---------------------------------|---|
| TECH 152 | Introduction to Web Development | 3 |
| TECH 342 | Database Development | 3 |
| TECH 320 | JavaScript Technologies | 3 |
| TECH 441 | Dynamic Web Design | 3 |

Advanced Full Stack Developer Certificate

| | | |
|----------|--------------------------------------|---|
| TECH 301 | Agile Project Management | 3 |
| TECH 423 | Linux Administration | 3 |
| TECH 350 | Source Code Control & Virtualization | 3 |
| TECH 340 | Python | 3 |

Subtotal: 24

Outcomes

1. Design effective technology-based solutions integrated into the user's environment.
2. Use critical thinking and problem-solving skills to generate possible solutions to technology related problems.
3. Communicate effectively with clients and peers verbally and in writing.
4. Collaborate in teams to accomplish a common goal by integrating personal initiative and group cooperation.

- 5. Demonstrate independent learning through research, preparation, and presentation of a solution of a technology problem.
- 6. Describe the impact of technology on individuals, organizations, and society, including ethical, legal, and policy issues.

- 3. Communicate effectively with clients and peers verbally and in writing.
- 4. Collaborate in teams to accomplish a common goal by integrating personal initiative and group cooperation.
- 5. Demonstrate independent learning through research, preparation, and presentation of a solution of a technology problem.
- 6. Describe the impact of technology on individuals, organizations, and society, including ethical, legal, and policy issues.

Information Technology Minor

Requirements

To earn the Information Technology Minor, students must complete 24 credits of TECH courses as outlined below. This will comprise of completing all unique courses from the IT Service Management certificate and the CompTIA A+ certificate. Cybersecurity must be taken as well along with one elective.

IT Service Management Certificate

| | | |
|----------|--|---|
| TECH 160 | Introduction to Computing | 3 |
| TECH 200 | Hardware Installation and Maintenance | 3 |
| TECH 325 | Networking | 3 |
| TECH 201 | IT Helpdesk | 3 |
| TECH 300 | Operating Systems and Cloud Environments | 3 |

CompTIA A+ Course

| | | |
|----------|--------------------------------------|---|
| TECH 202 | CompTIA A+ Certification Preparation | 3 |
|----------|--------------------------------------|---|

Cybersecurity Course

| | | |
|----------|---------------|---|
| TECH 362 | Cybersecurity | 3 |
|----------|---------------|---|

Elective Courses

Select any elective course from the following options:

| | | |
|----------|--------------------------------|---|
| TECH 311 | Security Policies & Procedures | 3 |
| TECH 342 | Database Development | 3 |
| TECH 301 | Agile Project Management | 3 |
| TECH 340 | Python | 3 |
| TECH 423 | Linux Administration | 3 |

Subtotal: 24

Outcomes

- 1. Design effective technology-based solutions integrated into the user’s environment.
- 2. Use critical thinking and problem-solving skills to generate possible solutions to technology related problems.

Graduate Degree 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.

PhD in Clinical Research

Overview

Program Details

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

Earning your terminal degree in a broadly applicable program like Clinical Research means you can apply your knowledge to a range of disciplines, including government, higher education, healthcare, private industry, and beyond. You will not only learn how to critically analyze the

literature and interpret evidence, but to design your own rigorous and ethical research projects—all while creating a repeatable and sophisticated methodology appropriate for dissemination at the national level.

Our Mission

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

Admission and Costs

Application Information

Between September 7 and July 31 of a calendar year, applicants can use the Allied Health Common Application System (AHCAS) to submit their application to the University of Jamestown Ph.D. in Clinical Research program. The requirements for admission are:

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

Program Costs

48 Credits Total

Fall

Tuition, 6 credits \$4,380 (\$730 per credit)

Fees (Tech/Activities) \$30

Room and Board \$6,000

Books and Supplies \$500

Transportation* \$750

Miscellaneous* \$750

Subtotal: \$12,410

Spring

| | |
|------------------------|----------------------------|
| Tuition, 6 credits | \$4,380 (\$730 per credit) |
| Fees (Tech/Activities) | \$30 |
| Room and Board | \$6,000 |
| Books and Supplies | \$500 |
| Transportation* | \$750 |
| Miscellaneous* | \$750 |
| Subtotal: | \$12,410 |
| Summer | |
| Tuition, 6 credits | \$4,380 (\$730 per credit) |
| Fees (Tech/Activities) | \$30 |
| Room and Board | \$6,000 |
| Books and Supplies | \$500 |
| Transportation* | \$750 |
| Miscellaneous* | \$750 |
| Subtotal: | \$12,410 |

*estimated costs based on student surveys

Requirements

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

Required Core Courses

| | | |
|----------|---|---|
| CRES 710 | Introduction to Clinical Research | 3 |
| CRES 720 | Biostatistics I | 3 |
| CRES 721 | Biostatistics II | 3 |
| CRES 730 | Design and Implementation of Clinical Trials | 3 |
| CRES 740 | Ethics and Professional Issues in Clinical Research | 3 |
| CRES 750 | Epidemiology | 3 |
| CRES 760 | Grant Writing for Clinical Research | 3 |
| CRES 770 | Critical Evaluation of the Literature | 3 |

Thesis Credits

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

| | | |
|----------|--|---|
| needed) | | |
| CRES 990 | Thesis I Dissertation Seminar and Comprehensive Exam | 3 |
| CRES 991 | Thesis II | 3 |
| CRES 992 | Thesis III | 3 |
| CRES 993 | Thesis IV | 3 |
| CRES 994 | Thesis V | 1 |

Leadership Track Courses

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

Health Professions Education Track Courses

| | | |
|----------|--|---|
| CRES 820 | IPE Education and Simulation | 3 |
| CRES 821 | Foundations of Higher Education | 3 |
| CRES 822 | Instructional Strategies for the Adult Learner | 3 |
| CRES 823 | Technology in Higher Education | 3 |

Biomechanics and Movement Science Track Courses

| | | |
|----------|--|---|
| CRES 810 | Biomechanical Methods | 3 |
| CRES 811 | Methods of Motion Analysis | 3 |
| CRES 812 | Ultrasound Diagnostic Imaging for Research | 3 |
| CRES 813 | Processing Data for Publication | 3 |

Health Services Research Track Courses

| | | |
|----------|--|---|
| CRES 830 | Health and Bioinformatics | 3 |
| CRES 831 | Health Policy and Systems Thinking | 3 |
| LDRS 507 | Public Policy | 3 |
| CRES 832 | Healthcare Outcome Measurement and Quality Improvement | 3 |

Plan of Study

Outcomes

Students who successfully complete a PhD in Clinical Research at the University of Jamestown will:

1. Demonstrate profound knowledge of the disciplines inherent to performing ethically based and rigorous clinical research.
2. Disseminate dissertation research that will achieve acceptance for dissemination at local and national

level conferences and through peer reviewed journals.

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

Doctor of 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 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 | <i>Botany not accepted</i> |
|---------------------------------|--|---|-------------------------------------|------------------------|---|---|----------------------------|
| 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 | \$31,390 (\$730/credit) |
| Technical and Professional Fees: | |
| | \$765 |
| Room and Board† | \$14,500 |
| Books and Supplies† | \$2,100 |
| Transportation† | \$2,400 |
| Miscellaneous/Personal† | \$2,400 |
| Subtotal: | \$53,555** |

Second Year

| | |
|----------------------------------|-------------------------|
| Tuition, 43 credits | \$31,390 (\$730/credit) |
| Technical and Professional Fees: | |
| | \$565 |
| Room and Board† | \$14,500 |
| Books and Supplies† | \$2,100 |
| Transportation† | \$2,400 |
| Miscellaneous/Personal† | \$2,400 |
| Subtotal: | \$53,355** |

Third Year

| | |
|----------------------------------|-------------------------|
| Tuition, 32 credits | \$23,360 (\$730/credit) |
| Technical and Professional Fees: | |
| | \$565 |
| Room and Board† | \$10,800 |
| Books and Supplies† | \$1,400 |
| Transportation† | \$1,600 |
| Miscellaneous/Personal† | \$1,600 |
| Subtotal: | \$39,325** |

†Amounts estimated based on student surveys.

Basic Tuition

*Tuition for students during the 2023-2024 academic year is \$730 per credit, with typical annual tuition rate increases of about 4%, but subject to change. Basic tuition does not cover items listed in Technical and Professional Fees. 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.

Technical and Professional Fees

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

Enrollment Deposit

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

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

Transfer Credit Policy

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

Requirements

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

Program Requirements in order to Graduate

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

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

Required Courses

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

Subtotal: 15

Spring

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

Subtotal: 16

Summer

| | | |
|---------------|-----------------------|---|
| First 6 weeks | | |
| PT 881 | Clinical Experience I | 6 |

| | | |
|----------------|----------------------------------|---|
| Second 6 weeks | | |
| PT 783 | Clinical Ed Theory III | 1 |
| PT 853 | Cardiopulmonary Physical Therapy | 3 |
| PT 871 | Evidence-Based Practice II | 2 |

Subtotal: 12

Second Year

Fall

First 10 weeks

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

Last 6 weeks

| | | |
|--------|------------------------|---------------------|
| PT 882 | Clinical Experience II | 6 |
| | | Subtotal: 18 |

Spring

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

Summer

First 6 weeks

| | | |
|--------|---------------------------------------|---|
| PT 854 | Integument for Physical Therapy | 2 |
| PT 894 | Clinical Imaging for Physical Therapy | 2 |
| PT 930 | Administration for Physical Therapy | 2 |

Second 6 weeks

| | | |
|--------|-------------------------|---------------------|
| PT 883 | Clinical Experience III | 6 |
| | | Subtotal: 12 |

Third Year

Fall

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

Spring

| | | |
|--------|-----------------------------------|----|
| PT 884 | Clinical Experience IV (12 weeks) | 12 |
| PT 894 | Clinical Imaging for Physical | 2 |

| | | |
|--------|---------------------------------------|---|
| PT 895 | Therapy Comprehensive Case Management | 2 |
|--------|---------------------------------------|---|

Final Week

| | | |
|--------|--------------------------|---|
| PT 970 | Physical Therapy Seminar | 1 |
|--------|--------------------------|---|

Subtotal: 118**Program Policies****Academic Standards**

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

Readmission after PT Course Failure

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

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

Probation

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

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

Examinations and Quizzes

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

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

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

Types of Examinations

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

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

1. Written Examinations

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

2. Practical Examinations

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

Retaking a Practical Examination

Prior to the practical reexamination, the student must meet with the faculty member teaching the course to identify deficiencies and to develop strategies to master the material. The format of the practical reexamination is at the discretion of the faculty member teaching the course. The

format, however, will be the same for every student that needs to take a specific practical reexamination.

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

Grading Scale

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

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

Incompletes

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

Volunteer Service Hours

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

Passing a PEAT

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

Taking the NPTE Prior to Graduation

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

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

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

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

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

Graduation

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

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

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

Graduation Rate

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

Graduation Fee

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

Health Policies

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

- Good health statement: dated and signed statement from provider (physician, NP, PA) verifying that the student has been examined and found to be in good health for participation in the Physical Therapy Program. This statement is required one time, prior to entering the program, unless the student has experienced a change in health status, in which case a new statement of good health for participation will be necessary.
- Three Hepatitis B Vaccinations or report of a positive antibody titer (blood draw)

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

Violations of Law and Student Conduct Regulations

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

Academic Regulations

Student Attendance

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

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

If a student is ill, they must notify the faculty member

teaching the course as soon as possible by a phone call or email.

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

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

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

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

Student Attendance and Professional Behaviors During Online Classes

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

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

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

around, use the bathroom, refill drinks, get a snack, etc.

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

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

Student Absentee Request Policy

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

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

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

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

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

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

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

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

Leave of Absence

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

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

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

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

- The reason for the request
 - The length of leave being requested
 - The student's proposed plan of remediation of the problem which necessitates withdrawal
- Because of the unique nature of such situations, each case will be handled individually. Once the decision has been made, the student will be notified in writing. The letter of notification will include the following:
- The decision, including length of leave granted
 - Any conditions to be met by the student
 - An outline of the student's options regarding the consequences of the leave of absence

Appeal Process

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

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

Outcomes

Student and Graduate Goals and Expected Outcomes:

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

Expected Outcomes – Students and graduates will:

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

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

Expected Outcomes – Students and graduates will:

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

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

Expected Outcomes – Students and graduates will:

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

Program Goals and Expected Outcomes:

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

Expected Outcomes – The Program will:

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

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

Expected Outcomes – The Program will:

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

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

Expected Outcomes – The Program will:

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

Faculty Goals and Expected Outcomes:

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

Expected Outcomes – Faculty will:

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

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

Expected Outcomes – Faculty will:

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

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

Expected Outcomes – Faculty will:

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

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 relationships with other classmates
- 3 start options per year: January, May or August
- Receive individual attention and advising
- Interact with engaging faculty
- Apply the skills you have acquired to your affiliated organization during a final project

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

Admission and Costs

Application Information

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

Admission Information

The following are required for admission to the program:

- An undergraduate degree from an accredited institution of higher education (U.S. institutions must be accredited by one of the six federally approved regional accrediting agencies; non-U.S. institutions will be evaluated on a case-by-case basis).
- A 3.00 undergraduate GPA is recommended for admission.
- International applicants must present a minimum TOEFL score of 70 (internet version), 197 (computer version), or 525 (paper version).
- International applicants must have a Financial Guarantee Statement.
- Two letters of recommendation: one from a current or

former supervisor and one from a professional colleague who is familiar with the applicant’s work history.

- A 500-word essay that addresses the applicant’s reasons for pursuing a graduate degree and what value the applicant sees in further education.

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

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

Provisionally admitted students are regular degree-seeking students with the condition that they must earn at least a 3.00 GPA for the first 9 graduate credits they attempt. When this condition has been met the “provision” is lifted. Appropriate coursework taken while on Provisional status may be included in the Plan of Study for the student’s graduate degree. If the student does not show the needed progress, the Program Director with the student will reassess the situation.

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

Program Costs

2 years - 6 terms

Fall

| | |
|------------------------|----------------------------|
| Tuition, 6 credits | \$2,700 (\$450 per credit) |
| Fees (Tech/Activities) | \$30 |
| Room and Board | \$6,000 |
| Books and Supplies | \$500 |
| Transportation* | \$750 |
| Miscellaneous* | \$750 |
| Subtotal: | \$10,730 |

Spring

| | |
|------------------------|----------------------------|
| Tuition, 6 credits | \$2,700 (\$450 per credit) |
| Fees (Tech/Activities) | \$30 |
| Room and Board | \$6,000 |
| Books and Supplies | \$500 |
| Transportation* | \$750 |
| Miscellaneous* | \$750 |
| Subtotal: | \$10,730 |

Summer

| | |
|------------------------|----------------------------|
| Tuition, 6 credits | \$2,700 (\$450 per credit) |
| Fees (Tech/Activities) | \$30 |
| Room and Board | \$6,000 |
| Books and Supplies | \$500 |
| Transportation* | \$750 |
| Miscellaneous* | \$750 |
| Subtotal: | \$10,730 |

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

Business Leadership Track

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

Non-Profit Leadership Track

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

Healthcare Leadership Track

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

Sports Leadership Track

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

LDRS 699 Leadership Project/Practicum 3

Plan of Study

Outcomes

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

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

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

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

Master of 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 | \$2,010 (\$335 per credit) |
| Fees | \$30 |
| Room and Board* | \$6,000 |
| Books and Supplies* | \$500 |
| Transportation* | \$750 |
| Miscellaneous* | \$750 |
| Subtotal: | \$10,040 |

| | |
|---------------------|----------------------------|
| Spring | |
| Tuition, 6 credits | \$2,010 (\$335 per credit) |
| Fees | \$30 |
| Room and Board* | \$6,000 |
| Books and Supplies* | \$500 |
| Transportation* | \$750 |
| Miscellaneous* | \$750 |
| Subtotal: | \$10,040 |

| | |
|---------------------|----------------------------|
| Summer | |
| Tuition, 6 credits | \$2,010 (\$335 per credit) |
| Fees | \$30 |
| Room and Board* | \$6,000 |
| Books and Supplies* | \$500 |
| Transportation* | \$750 |
| Miscellaneous* | \$750 |
| Subtotal: | \$10,040 |

*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 Evaluation in Education | 3 |
| Fall | | |
| EDUC 522 | Principles of Curriculum Development and Assessment | 3 |
| EDUC 527 | 21st Century Curriculum | 3 |
| Spring | | |
| EDUC 519 | Understanding Diverse Learners | 3 |
| EDUC 521 | Integrating Technology into Teaching and Learning | 3 |
| Summer | | |
| EDUC 524 | Models of Learning and Instruction | 3 |
| EDUC 529 | Collaboration and Professional Development | 3 |
| Fall | | |
| EDUC 528 | Instructional Coaching and Mentoring | 3 |
| EDUC 530 | Leading Organizational Change | 3 |

Subtotal: 30

Outcomes

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

Master of Education in Curriculum and Instruction Program Outcomes

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

Master of Education in Teacher Leadership

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

Outcomes

Master of Science in Clinical Counseling

Overview

Mission Statement

The mission of the University of Jamestown Master of Science in Clinical Counseling program is to educate our students through the integration of scientific research and

clinical practice, infuse diversity throughout all areas of the program, and train competent, multiculturally sensitive, and ethically sound entry-level professionals in the field of counseling.

Program Philosophy

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

Accreditation and Licensure

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

The requirements for the LAPC designation include three main components:

- Completion of program curriculum: This program’s 60-credit-hour curriculum meets the criteria set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the American Psychological Association (APA).
- Practical experience and training: This program includes both practicum (100 hrs) and internship experiences (600 hrs) totaling the required number of hours (700).
- This program includes preparation for taking the National Counselor Examination (NCE).

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

The MCC program currently meets educational requirements for clinical licensure in other states, including

but not limited to South Dakota, Minnesota, and Nebraska. 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.

Licensure Eligibility

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

Clinical Training Information

The Practicum and Internship field experiences are considered among the most essential elements in the Master of Science in Clinical Counseling program. Students can gain valuable experience while being under the supervision of an experienced counselor. The appropriateness of the field experience site and the site supervisor should be determined between the graduate student and the advisor based upon the individual needs of the graduate student and Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. Field experience will include a minimum of 700

clinical training hours: 100 during Practicum and 600 during Internship with 40% of those hours being direct (face-to-face hours with a client).

Required Clinical Training Elements

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

Faculty per Student Ratio

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

Facilities and Resources

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

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

Admission and Costs

Application Information

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

1. Direct Entry:

Any current or future online or on campus undergraduate student (high school senior through college senior) at the University of Jamestown can apply for direct entry into the Clinical Counseling Program at any point during their time at UJ without applying through PSYCAS (see below). The Clinical Counseling program will hold a position for the applicant, pending successful completion of the program requirements. This option is only for current or future University of Jamestown students. All other applicants are welcome to apply through PSYCAS.

2. PSYCAS.org:

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

Application Instructions for Direct Entry

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

Application Instructions for PSYCAS

- Complete the PSYCAS application
- Request that official transcripts from all U.S. institutions attended by sent to PSYCAS
- Request that official evaluations of transcripts from all foreign institutions be sent to PSYCAS as follows:
 - Use the World Education Services (WES) link in the Academic History section of the application to order your official WES EVALUATION or
 - Use the “Download Evaluation Request Form” in the Academic History section of the application to

request an evaluation from an evaluation service other than WES.

- Scan and upload a personal statement in the Documents section of PSYCAS
- Request 2 letters of recommendation be sent through the PSYCAS recommender portal
- Submit an APA style writing sample
- Successful applicants will be contacted for a formal Zoom interview

Admission Requirements

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

Program Costs

| | |
|--------------------|--------------------|
| Fall | |
| Tuition | \$8,040 12 credits |
| Fees | \$30 |
| Room and Board | \$6,000 |
| Books and Supplies | \$800 |
| Transportation* | \$1,000 |
| Miscellaneous* | \$1,000 |
| Subtotal: | \$16,870 |

Spring

| | | |
|--------------------|----------|------------|
| Tuition | \$8,040 | 12 credits |
| Fees | \$30 | |
| Room and Board | \$6,000 | |
| Books and Supplies | \$800 | |
| Transportation* | \$1,000 | |
| Miscellaneous* | \$1,000 | |
| Subtotal: | \$16,870 | |
| Summer | | |
| Tuition | \$4,020 | 6 credits |
| Fees | \$30 | |
| Room and Board | \$6,000 | |
| Books and Supplies | \$400 | |
| Transportation* | \$500 | |
| Miscellaneous* | \$500 | |
| Subtotal: | \$11,450 | |

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

Transfer Credit Policy

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

Requirements

The expected time to completion is 24 months.

Graduation Requirements

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

Required Courses

| | | |
|----------|-------------------------------|---|
| COUN 500 | Orientation to the Profession | 3 |
| COUN 510 | Counseling Techniques | 3 |

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

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

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

Importance of Professional Disposition

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

As counselor educators, the faculty members expect prospective students and counselors to be emotionally stable and well-adjusted (personally and professionally) to both maintain effective interpersonal relationships and to be able to give and receive constructive feedback. Further, students are expected to behave in a manner that demonstrates fitness for a role in the counseling profession.

Finally, we expect students to be committed to continued personal growth and professional development and to demonstrate that commitment through self-reflection and responsiveness to supervision in all activities related to their degree program. For the reasons cited above, the faculty will regularly monitor not only students' academic progress but also those personal characteristics which will affect their performance as a student and future counselor. The purpose of this professional performance monitoring process is to ensure that all graduates of the MCC program meet minimum standards in the field of counseling. Students are monitored during each course by the course instructor. At the end of the fall and spring semesters, feedback will be elicited from all faculty members regarding Discipline-Specific Knowledge and Profession-Wide Competencies. Concerns about a student's personal characteristics or professional performance may be addressed at any time during the student's tenure in the counseling program.

Subtotal: 60

Outcomes

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

Discipline-Specific Knowledge

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

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

Profession-Wide Competencies

1. Integration of Psychological Science and Practice

- This area of competence requires knowledge of scientific methods, procedures, and practices. Trainees are expected to:
 1. demonstrate the ability to understand and critically

evaluate research and other scholarly works (e.g., peer-reviewed review articles)

2. utilize research methods to support quality improvement of individual treatment outcomes
3. demonstrate knowledge that issues of equity, diversity, and inclusion should be considered when critically evaluating psychological research.

2. Ethical and Legal Standards

- Trainees are expected to demonstrate competency in each of the following areas:
 1. be knowledgeable of and act in accordance with each of the following:
 - the current version of the APA Ethical Principles of Psychologists and Code of Conduct
 - relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels
 - relevant professional standards and guidelines
 2. recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas
 3. conduct self in an ethical manner in all professional activities.

3. Individual and Cultural Diversity

- Trainees are expected to demonstrate:
 1. ongoing engagement through critical self-reflection of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves
 2. knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities, including research, training, supervision/consultation, and service
 3. the ability to integrate awareness and knowledge of individual, historical, and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their

careers. Also included is the ability to work effectively with individuals whose identities, group membership, demographic characteristics, and/or worldviews are different from their own.

4. The requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups and apply this approach effectively in their professional work.
5. knowledge of factors that may impact equity and inclusion such as oppression, privilege, institutional prejudice, and intersectionality
6. knowledge of the role of social justice, including racial justice, in increasing equitable access to behavioral health care
7. the ability to function as an advocate to address social inequities and injustices impacting one's patient population.

4. Professional Values and Attitudes

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

5. Communication and Interpersonal Skills

- The CoA views communication and interpersonal skills as foundational to education, training, and practice in health service psychology. These skills are essential for any service delivery/activity/interaction and are evident across the program's expected competencies. Trainees are expected to:
 1. develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services
 2. produce and comprehend oral, nonverbal, and written communications that are respectful, accessible,

informative and well-integrated; demonstrate a thorough grasp of professional language and concepts

3. demonstrate effective interpersonal skills and the ability to manage difficult communication well
4. communicate in culturally responsive ways that respect the diversity of perspectives and communication styles of others (e.g., marginalized, privileged, individualist, collectivistic, generational)

6. Assessment

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

7. Intervention

- Trainees are expected to demonstrate the ability to:

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

8. Supervision

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

9. Consultation and Interprofessional/Interdisciplinary Skills

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

UJ Accelerated Certificates

The College of Graduate and Professional Studies offers several programs at the undergraduate and graduate levels through the university's UJ Accelerated division.

Mission Statement

The University of Jamestown's Division of UJ Accelerated provides targeted educational programs designed to bridge high-demand professions with high-quality career preparation. Through a comprehensive offering of stackable credentials, certificates, and online programs aligned with market needs and expectations, UJ Accelerated provides the opportunity for learners to amplify their education and experience in order to advance their career opportunities.

Certificates

UJ Accelerated offers both undergraduate and graduate certificates.

Undergraduate Certificates: Advanced Cybersecurity, Advanced Full Stack Developer, CompTIA A+, Cybersecurity Fundamentals, Digital Marketing and Analytics, Full Stack Developer, IT Service Management, Project Management, Psychology for Health Care Professionals

Graduate Certificates: Biomechanics and Movement Science, Business Leadership, Clinical Research, Health Professions Education, Health Services Research, Healthcare Leadership, Non-Profit Leadership, Sports Leadership

Certificate costs and additional details: <https://accelerated.uj.edu/certificates/>

| | |
|---------------------------------------|-----------------------|
| UJ Accelerated Undergrad Level Course | \$330 per credit hour |
| UJ Accelerated Graduate Level Course | \$450 per credit hour |
| UJ Accelerated Cybersecurity | \$2,900 per course |

Undergraduate Certificates

Advanced Cybersecurity Undergraduate Certificate

Required Courses

| | | |
|------------------|----------------------------|-----------|
| TECH 401 | Defensive Network Security | 3 |
| TECH 310 | Secure Operating Systems | 3 |
| TECH 402 | Computer Forensics | 3 |
| TECH 400 | Ethical Hacking | 3 |
| Subtotal: | | 12 |

Outcomes

1. Design effective technology-based solutions integrated into the user's environment.
2. Use critical thinking and problem-solving skills to generate possible solutions to technology related problems.
3. Communicate effectively with clients and peers verbally and in writing.
4. Collaborate in teams to accomplish a common goal by integrating personal initiative and group cooperation.
5. Demonstrate independent learning through research, preparation, and presentation of a solution of a technology problem.
6. Describe the impact of technology on individuals, organizations, and society, including ethical, legal, and policy issues.

Advanced Full Stack Developer Undergraduate Certificate

Required Courses

| | | |
|---------------------|--------------------------------------|---|
| TECH 301 | Agile Project Management | 3 |
| TECH 350 | Source Code Control & Virtualization | 3 |
| TECH 423 | Linux Administration | 3 |
| TECH 340 | Python | 3 |
| Subtotal: 12 | | |

Outcomes

1. Design effective technology-based solutions integrated into the user's environment.
2. Use critical thinking and problem-solving skills to generate possible solutions to technology-related problems.
3. Communicate effectively with clients and peers verbally and in writing.
4. Collaborate in teams to accomplish a common goal by integrating personal initiative and group cooperation.
5. Demonstrate independent learning through research, preparation, and presentation of a solution of a technology problem.
6. Describe the impact of technology on individuals, organizations, and society, including ethical, legal, and policy issues.

CompTIA A+ Undergraduate Certificate

Required Courses

All four courses must be completed to complete the certificate.

| | | |
|---------------------|---------------------------------------|---|
| TECH 160 | Introduction to Computing | 3 |
| TECH 200 | Hardware Installation and Maintenance | 3 |
| TECH 325 | Networking | 3 |
| TECH 202 | CompTIA A+ Certification Preparation | 3 |
| Subtotal: 12 | | |

Outcomes

1. Design effective technology-based solutions integrated into the user's environment.
2. Use critical thinking and problem-solving skills to generate possible solutions to technology related problems.
3. Communicate effectively with clients and peers verbally and in writing.
4. Collaborate in teams to accomplish a common goal by integrating personal initiative and group cooperation.
5. Demonstrate independent learning through research, preparation, and presentation of a solution of a technology problem.
6. Describe the impact of technology on individuals, organizations, and society, including ethical, legal, and policy issues

Cybersecurity Fundamentals Undergraduate Certificate

Required Courses

All courses must be completed to earn the certificate.

| | | |
|---------------------|--------------------------------|---|
| TECH 325 | Networking | 3 |
| TECH 362 | Cybersecurity | 3 |
| TECH 311 | Security Policies & Procedures | 3 |
| TECH 326 | Network Security | 3 |
| Subtotal: 12 | | |

Outcomes

1. Design effective technology-based solutions integrated into the user's environment.
2. Use critical thinking and problem-solving skills to generate possible solutions to technology related problems.
3. Communicate effectively with clients and peers verbally and in writing.
4. Collaborate in teams to accomplish a common goal by integrating personal initiative and group cooperation.
5. Demonstrate independent learning through research,

preparation, and presentation of a solution of a technology problem.

6. Describe the impact of technology on individuals, organizations, and society, including ethical, legal, and policy issues

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.

Full Stack Developer Undergraduate Certificate

Required Courses

| | | |
|----------|---------------------------------|---|
| TECH 152 | Introduction to Web Development | 3 |
| TECH 342 | Database Development | 3 |
| TECH 320 | JavaScript Technologies | 3 |
| TECH 441 | Dynamic Web Design | 3 |

Subtotal: 12

Outcomes

1. Design effective technology-based solutions integrated into the user's environment.
2. Use critical thinking and problem-solving skills to

generate possible solutions to technology-related problems.

3. Communicate effectively with clients and peers verbally and in writing.
4. Collaborate in teams to accomplish a common goal by integrating personal initiative and group cooperation.
5. Demonstrate independent learning through research, preparation, and presentation of a solution to a technology problem.
6. Describe the impact of technology on individuals, organizations, and society, including ethical, legal, and policy issues

IT Service Management Undergraduate Certificate

Required Courses

All courses must be completed to complete the certificate.

| | | |
|----------|--|---|
| TECH 160 | Introduction to Computing | 3 |
| TECH 200 | Hardware Installation and Maintenance | 3 |
| TECH 325 | Networking | 3 |
| TECH 201 | IT Helpdesk | 3 |
| TECH 300 | Operating Systems and Cloud Environments | 3 |

Subtotal: 15

Outcomes

1. Design effective technology-based solutions integrated into the user's environment.
2. Use critical thinking and problem-solving skills to generate possible solutions to technology related problems.
3. Communicate effectively with clients and peers verbally and in writing.
4. Collaborate in teams to accomplish a common goal by integrating personal initiative and group cooperation.
5. Demonstrate independent learning through research, preparation, and presentation of a solution of a technology problem.
6. Describe the impact of technology on individuals,

organizations, and society, including ethical, legal, and policy issues.

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.

Clinical Research Graduate Certificate

Choose one other course from the core Clinical Research PhD curriculum:

| | | |
|----------|------------------------------|---|
| CRES 730 | Design and Implementation of | 3 |
|----------|------------------------------|---|

| | | |
|----------|---|---|
| | Clinical Trials | |
| CRES 740 | Ethics and Professional Issues in Clinical Research | 3 |
| CRES 750 | Epidemiology | 3 |
| CRES 760 | Grant Writing for Clinical Research | 3 |
| CRES 770 | Critical Evaluation of the Literature | 3 |

Required Core Courses

| | | |
|----------|-----------------------------------|---|
| CRES 710 | Introduction to Clinical Research | 3 |
| CRES 720 | Biostatistics I | 3 |
| CRES 721 | Biostatistics II | 3 |

Subtotal: 12

Outcomes

Students who successfully complete a Certificate in Clinical Research at the University of Jamestown will:

1. Demonstrate profound knowledge of the disciplines inherent to performing ethically based and rigorous clinical research.
2. Define the value of data provided in evidence publications and presentations based on their extensive knowledge of research methodology and data analysis.
3. Explain the importance of racial, ethnic, gender, age, socioeconomic and educational diversity in data collection, analysis, and research to produce results that are generalizable to the global community.
4. Evaluate technology available for data collection and analysis, including survey instruments and statistical software.

Health Professions Education Graduate Certificate

Required Courses

| | | |
|----------|--|---|
| CRES 820 | IPE Education and Simulation | 3 |
| CRES 821 | Foundations of Higher Education | 3 |
| CRES 822 | Instructional Strategies for the Adult Learner | 3 |
| CRES 823 | Technology in Higher Education | 3 |

Subtotal: 12

Outcomes

By the end of this certificate, students will be able to ...

1. Identify the institutional structure of higher education, including the role of a university president, provost, vice president, dean, associate dean, chair, and other essential elements of university structure including tenure, grievance, institutional assessment.
2. Synthesize the different theories and philosophies on teaching and learning to provide adult learners with effective learning experiences and to address the challenges and opportunities of working with the adult learner, especially in interprofessional environments.
3. Apply Bloom’s Taxonomy in creating and evaluating effective learning objectives and understand the importance of clear and measurable learning objectives in higher education.
4. Effectively interact and utilize the various learning management systems available in the higher education environment and give an overview of their advantages and disadvantages.

Health Services Research Graduate Certificate

Required Courses

| | | |
|----------|--|---|
| CRES 830 | Health and Bioinformatics | 3 |
| CRES 831 | Health Policy and Systems Thinking | 3 |
| LDRS 507 | Public Policy | 3 |
| CRES 832 | Healthcare Outcome Measurement and Quality Improvement | 3 |

Subtotal: 12

Outcomes

By the end of this certificate, students will be able to:

1. Apply the historical context of domestic and international health care systems and health policy, including specific examples of past health policy successes and failures, to current health policy challenges.
2. Synthesize how healthcare cost, quality, and access and the social determinants of health interact within the US healthcare system and understand how to

control for these variables in health services research.

3. Identify the similarities and differences between health informatics and bioinformatics and identify the different and appropriate statistical strategies available for the analysis of each.
4. Access, download and analyze multiple healthcare datasets to answer various empirical and epidemiological questions and analyze the economic impact of disease and/or disease treatment on a specific global population.

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.

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.

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.

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.

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.

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.

BEHL 192 - Psychology in the Workplace (3)

The business aspect of psychology, specifically how

psychological theory and practice is applied in the workplace.

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.

BEHL 240 - Social Justice and Advocacy in Behavioral Health (3)

This course gives students the understanding of social justice and empowers them to identify strategies to become advocates in the behavioral health field.

Outcomes

01. Develop an understanding of the concept of social justice and its importance in society
02. Recognize and analyze social justice issues, including, but not limited to, issues related to race, gender, class, sexual orientation
03. Understand intersectionality and how identity impacts experiences of injustice and privilege
04. Define advocacy and its role in creating change
05. Develop strategies for promoting inclusivity and equity in behavioral health settings
06. Explore different forms of social justice activism and advocacy related to behavioral health

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.

BEHL 290 - Introduction to Addiction Studies (3)

An introduction to the history of addiction counseling and evolution of addiction treatment theories and methods that will prepare students to work in various fields where the understanding and treatment of addiction is critical. Students will be introduced to diagnostic criteria from the Diagnostic and Statistical Manual.

Outcomes

01. Understand the history of addiction counseling and treatment methods
02. Recognize models of treatment and relapse prevention
03. Identify addiction symptomatology in case studies
04. Understand stages of change as they apply to addiction counseling
05. Recognize the complexity of addiction across the lifespan
06. Evaluate treatment practices and social support systems
07. Recognize laws related to addiction field

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.

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.

BEHL 335 - Biopsychology (3)

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

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.

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.

BEHL 360 - Professional Ethics in Practice (3)

This course will introduce students to the fundamental principles of professional ethics and their application to the behavioral health field. It explores ethical theories,

dilemmas and decision-making processes utilizing the Code of Ethics from the American Counseling Association (ACA) and National Association for Alcoholism and Drug Abuse Counselors (NAADAC). Students will be introduced to laws that govern the behavioral health field, including but not limited to, HIPAA and 42 CFR.

Outcomes

01. Understand how professional ethics protect a client and the professional
02. Recognize and analyze ethical dilemmas specific to the behavioral health field
03. Develop ethical decision-making skills by using ethical decision-making models
04. Apply ethical decision-making models to resolve ethical dilemmas
05. Evaluate the benefits and potential issues of ethical decision-making
06. Identify similarities and differences between professional ethical codes
07. Understand professional responsibility for informed consent, confidentiality obligations including 42 CFR part 2, and other legal considerations related to behavioral health

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.

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.

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.

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.

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.

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.

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

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.

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

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

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

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

BSST 341 - Introduction to Project Management (3)

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.

BSST 342 - Project Planning (3)

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.

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.

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.

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.

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.

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.

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.

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 p[planning in supply chain management offers a competitive advantage and impacts performance for a company.

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.

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

BSST 422 - 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.

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 an career objectives. Online only

BUSN - Business

BUSN 221 - 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.

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.

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.

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.

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.

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.

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 221. Offered: Fall, Spring.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

COUN-Clinical Counseling

COUN 500 - Orientation to the Profession (3)

Orientation and overview of the profession, history of the counseling profession, standards, and credentialing will be discussed. Professional roles and identity development will be explored.

COUN 510 - Counseling Techniques (3)

Basic principles and techniques in the counseling process. This course is designed to help students acquire and develop skills essential to the helping process. Core elements include: the nature of the helping relationship, introduction to basic counseling skills, and exploring attitudes and beliefs involved in developing and maintaining the helping relationship and how these fundamental core elements apply to the counselor. Emphasis will also be placed on practitioner self-awareness and self-care. Role-playing videotape experiences and other skill development exercises will be included.

COUN 511 - Counseling Theory (3)

Study of various theories and philosophies of counseling and therapy. This course provides an intensive look at selected theories of counseling and psychotherapy. The major concepts of each theory are reviewed and critiqued in light of current research and theory. Students are encouraged to begin to define their own theoretical approach.

COUN 512 - Human Growth and Development (3)

Application of personality theory and the life stages to human behavior and the counseling process. This course includes a survey of the physiological, social, and psychological factors that influence the development of personality. It seeks to understand what makes a person distinctively different, along with the critical evaluation of various theories of personality development.

COUN 513 - Assessment Techniques (3)

Techniques and procedures of studying the individual and diagnostic process in identifying client issues. This course explores the use of measurement and results in the counseling professions. It offers an understanding of group and individual educational and psychometric theories, statistics, and approaches to measurement, as well as techniques for gathering data and information. Concepts of validity, reliability, and factors that influence measurement are covered.

Prerequisite: COUN 510; COUN 511.

COUN 514 - Career Counseling and Testing (3)

Study of theories of career development and the use of career information and testing in career counseling. This course provides students an understanding of career development and related life factors. Students study career development theory and decision-making models, procedures for planning and conducting effective job searches, assessment instruments and techniques relevant to career planning and decision-making and the use of career information. Emphasis is placed on understanding the inter-relationships between career development and career decision-making, family, socio-economic status, leisure, individual interests, and abilities.

COUN 515 - Professional, Ethical and Legal Issues in Counseling (3)

Introduction to dealing with professional and ethical responsibilities and multicultural issues in the counseling field. This course provides a legal and ethical framework for the counseling profession as well as a focus on standards and credentialing and current professional issues relevant to the work of the counselor.

COUN 516 - Social and Cultural Diversity (3)

Issues and trends in counseling with multicultural and diverse populations within our society. This course is designed to promote understanding of social and cultural diversity through study of such issues as ethnicity, gender, race, socioeconomic status, religion/spirituality, sexual

orientation, ability/disability, family structure and geographic location. Students will examine how their cultural identity impacts their beliefs, values and actions, and learn the skills for competent ethical practices with diverse populations.

Prerequisite: COUN 510; COUN 511.

COUN 518 - Research Methods (3)

Major approaches in qualitative research in counseling will be examined. Theory and practice issues will be included as well as data analysis. In-depth analysis of theory, method and technique for conceptualizing and conducting quantitative research in counseling will be examined.

COUN 520 - Group Counseling (3)

Study of group counseling principles appropriate to various counseling settings including schools, treatment centers, and agencies. This course enables students to understand the types of groups, their purpose, development and dynamics, counseling theories, and group counseling methods and skills. Ethical and legal considerations of group counseling are also explored. Students are required to participate in small groups for educational and self-assessment purposes.

Prerequisite: COUN 510; COUN 511.

COUN 523 - Assessment, Diagnosis and Treatment Planning (3)

Assessment and diagnostic procedures: how to use appropriate tools for accurate diagnosis and assessment, how to interpret assessment and diagnostic instruments, and how to make effective use of assessment results in counseling with clients. This course provides a general framework for understanding psychopathology in the adult population and the process of diagnosing and designing treatment plans for mental disorders in adults.

COUN 530 - Trauma, Sexual Functioning, and Abuse Issues in Counseling (3)

Study of sexual dysfunction, incest and abuse, and strategies of intervention and counseling with victims and perpetrators.

Prerequisite: COUN 510; COUN 511.

COUN 531 - Counseling Children and Adolescents (3)

Counseling with children and adolescents including specific counseling strategies; mental, physical, and emotional development issues related to counseling. This course provides a general framework for understanding

psychopathology in the child and adolescent population and the process of diagnosing and designing treatment plans for mental disorders in children and adolescents.

Prerequisite: COUN 510; COUN 511.

COUN 533 - Couples, Marital and Family Counseling (3)

Survey of marital counseling theories and techniques; analyses of dysfunctional communications. A consideration of the dynamics of marriage relationships is given. The emphasis is on understanding the structure and function of marriage, the various aspects of the marital relationship and ways the counselor may approach marriage counseling as a creative, preventative, and healing interaction.

Prerequisite: COUN 510; COUN 511.

COUN 534 - Addiction Counseling: Treatment and Contemporary Issues (3)

Study of the theories and scope of addiction from both the personal and social viewpoints with consideration given to the impact on the family. Provides theoretical knowledge and clinical skills necessary to provide addictions counseling services in both school and mental health settings. Emphasis is on diagnosis and evidence-based treatment for addictions, problem gambling, and co-occurring disorders. The impact of "stigma" as well as the history and contributions of the recovery movement are explored. Consideration is given to current trends, cultural context and primary prevention resources. Ethical and legal considerations in practice are also addressed.

Prerequisite: COUN 510; COUN 511.

COUN 535 - Crisis Counseling (3)

This course provides an understanding of the theory and practice of crisis intervention, short term crisis and its counseling intervention strategies, and the responsibilities of the therapeutic milieu in crisis intervention.

COUN 580 - Practicum (3)

This course provides practical clinical instruction and experience in counseling for the purpose of developing individual and group counseling skills. These experiences are similar to what a professional counselor would be expected to perform and would facilitate the internship experience.

COUN 581 - Thesis (1-3)

Students in the MS in Clinical Counseling program will

complete a supervised experience in their area of interest, thesis, or special project that has been pre-approved by the department.

COUN 582 - Internship (3)

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

COUN 583 - Internship (3)

Continuation of COUN 582.

CRES - Clinical Research

CRES 710 - Introduction to Clinical Research (3)

This course will cover research conceptualization and question formation based on evidentiary support, study design, data analysis techniques, and critical review of the literature. An overview of non-experimental, quasi-experimental, and experimental study designs, including the options for sampling and formulating a rigorous methodology within those study designs, and their applicability to research questions will be covered. Introduction to basic statistical methods will be considered and publicly available sources of data through organizations such as AHRQ, CDC, NCBI, and CRISP will be introduced.

CRES 720 - Biostatistics I (3)

This course covers the theoretical foundations of biostatistics and the associated computational approaches of exploratory and descriptive biostatistical methods for the analysis of data in clinical research (observational and experimental). These methods are based on probability theory and include assessing the impact of chance and variability on the interpretation of research findings. Topics include probability theory, measurement theory, descriptive and exploratory analysis. Students will utilize a statistical programming language to apply theoretical topics with real world data and will get hands on practice through an exploratory data analysis project including loading and transforming data, exploratory analysis, and visualization.

CRES 721 - Biostatistics II (3)

This course covers the theoretical foundations and the associated computational approaches of inferential biostatistical methods for the analysis and presentation of data in clinical research (observational and experimental).

Topics include analysis of assumptions and visualization; hypothesis testing; methods of comparison of discrete and continuous data including t-test, correlation, regression, and general linear models (including ANOVA). Students will utilize a statistical programming language to apply theoretical topics with real world data and will get hands on practice through an inferential data analysis project including model building and testing assumptions, hypothesis testing, presentation and dissemination based on reproducible research principles.

CRES 730 - Design and Implementation of Clinical Trials (3)

The course first provides an in-depth focus on design, implementation, and management of different types of clinical trials. This course then will cover registration and design of randomized clinical trials, including single blinded and double blinded trials, early proof of concept trials, phase I, II and III designs, clinical trials of orphan medications. Federal regulation and compliance issues will be covered. Students will be prepared to be Clinical Trial Administrator and/or Principal Investigator at the end of this course.

CRES 740 - Ethics and Professional Issues in Clinical Research (3)

The course first provides students with a foundation on the ethical and policy implications of performing different types of clinical research. Topics covered will include foundations of the institutional review board, principles of participant protection, confidentiality and data security, conflict of interest and misconduct in data collection/analysis, sensitive populations, use of human tissue, animals, and biohazardous materials in clinical research. By the end of this course, students will have completed an IRB application and submitted for approval.

CRES 750 - Epidemiology (3)

This course covers the fundamental skills to interpret and critically evaluate epidemiological literature relevant for clinical research (observational, non-experimental study methods). Topics include measures of disease (health state) frequency and association, epidemiologic (observational) study designs, sources of confounding, bias, and error. The course will compare experimental and observational approaches in the evaluation of causation and causal claims utilizing causal models as a foundation.

CRES 760 - Grant Writing for Clinical Research (3)

In this course, students will get a strong foundation on the skills necessary to apply for and obtain grant funding. Students will learn about the different major grant funding

agencies and the type of grants available (NIH, R01, R03, R21), small business grants and mentored career development awards (K12 and K23). Students will also review some smaller and more accessible sources for grants for those working in non-research focused institutions. Information on quality aspects of grant writing will be covered. The construction of a grant budget and the role of Office of Sponsored Research will be covered. Students will gain skills in grant writing by completing a grant writing assignment based on their research question and area of research interest.

CRES 770 - Critical Evaluation of the Literature (3)

This course offers an in-depth and practical learning experience conducting a systematic review with and without meta-analysis. Students will learn, design, and apply methods that facilitate a systematic and rigorous review of peer-reviewed literature on a topic of their choosing. Students will build a strong foundation for reviewing, and objectively critiquing a range of clinical research methodological designs and synthesizing the literature.

CRES 810 - Biomechanical Methods (3)

This course is intended to cover the skills required for understanding of instrumentation and measurement techniques used for biomechanical research. Participants will learn how to utilize force platforms and pressure sensors, calculate kinematic and kinetic data, and other aspects of human movement. Tensile properties, cartilage modeling and materials testing will be introduced. Use of modern technology in accelerometry including apps, Kinotec, Kinovia, and Dartfish.

Prerequisite: Clinical Biomechanics.

CRES 811 - Methods of Motion Analysis (3)

This course teaches the fundamental components of movement analysis, such as three-dimensional motion capture, force measurement, and electromyography will be covered. Participants will understand how motion capture works using infrared cameras, accelerometers, and pressure sensors. The collection and processing of surface EMG data will also be covered. At the end of this course, participants will understand what type of data is produced and integrated from these systems and how data from these instruments can be processed for analysis.

CRES 812 - Ultrasound Diagnostic Imaging for Research (3)

This course will cover how ultrasound imaging can be used to collect baseline and interventional data through

measurement of various anatomical structures including muscle, ligament, and tendon. By the end of this course, participants will have a strong understanding of the reliability and validity of ultrasound data and how ultrasound can be utilized clinically. Participants will also be able to collect, interpret and analyze imaging data using ultrasound technique.

CRES 813 - Processing Data for Publication (3)

This course will build on data collected and processed in previous courses, preparing the student to disseminate the data collected in poster, platform, or manuscript format. Advanced data processing of raw data of imaging, or kinematics and kinetics, includes determining data points of interest to utilize in statistical analysis, and include best practices for presentation and publication.

CRES 820 - IPE Education and Simulation (3)

Thriving in the interprofessional environment is a requirement for most, if not all, professional occupations. Participants in this course will optimize their interprofessional communication and collaboration through in-depth study of the Interprofessional Educational Collaborative (IPEC) and the literature on high impact interprofessional educational activities. Learners will have a robust understanding of the literature on interprofessional simulation and will have the opportunity to create and assess each other's interprofessional learning activities based on current evidence.

CRES 821 - Foundations of Higher Education (3)

This course will provide participants with an overview of the hierarchy of academic structure in institutions of higher learning, explain the role of faculty governance, the tenure process, and promotion and advancement in a higher education environment. In addition, the role of assessment and accreditation in institutions of higher education will be covered. Upon completion, participants have the potential to become leaders in professional and leadership activities around assessment and education in higher education. Participants will also understand the fundamental qualities of an effective leader in higher education. Integration of the literature on best practices in higher education will be covered.

CRES 822 - Instructional Strategies for the Adult Learner (3)

This course will examine the principles, practices, and educational philosophies fundamental to producing rigorous coursework that will optimally address the learning needs of the adult learner. Concepts covered in this course will include meeting learning needs from a

visual, auditory, and psychomotor perspective. Using Bloom's Taxonomy, participants will create learning activities and exam assessments appropriate to where the adult learner is in the learning continuum. Students will also get practice and gain expertise in writing effective activities, assessments, and examinations from a Bloom's Taxonomy perspective, taking the learner from the recall to the synthesis or creation perspective.

CRES 823 - Technology in Higher Education (3)

Thriving in the online learning environment and understanding online learning management systems are a necessity in the current higher education landscape. Students will become literate on management of courses through an online learning management system and understand the evidence on robust instructional design. At the end of this course, participants will be able to provide meaningful and valuable synchronous and asynchronous online learning activities and assessments in a higher education environment.

CRES 830 - Health and Bioinformatics (3)

Population health data is readily available through private and public agencies. This course will discuss quantitative and statistical methods required to organize and analyze this data in an attempt answer meaningful empirical questions around population health from a cost, quality, and access perspective. Students will have an opportunity to interact with data agencies such as the Center for Disease Control (CDC), Center for Medicare and Medicaid Services (CMS) and the Agency for Healthcare Research and Quality (AHRQ) to answer specific population health questions.

CRES 831 - Health Policy and Systems Thinking (3)

The formation of successful health policy and reform requires stakeholders to understand the structure of both the public and private sectors of the healthcare system, the delivery of health care services in the US, health law and the effects that governmental healthcare reform can have on the cost, quality, and access to healthcare services. This course will also cover the implications of moral hazard to the economics of healthcare and will outline the profound impact health policy can have on quality of life for the US population. Disparities in the delivery of and outcomes from various healthcare sectors will also be covered.

CRES 832 - Healthcare Outcome Measurement and Quality Improvement (3)

This course will examine both required and optional data collection and analysis to support improvement in the delivery of healthcare across the continuum of care. Based

on outcome measures covered in the class, students will be able to create and analyze sample datasets to ask hypothetical questions that would allow them to address quality of care issues in various types of healthcare organizations.

CRES 990 - Thesis I Dissertation Seminar and Comprehensive Exam (3)

Thesis I will involve a weekly seminar format to prepare students for the start of their dissertation process, the expectations for the dissertation, suggestions for committee formation, timelines to meet for dissertation process and requirements and procedures for passing the comprehensive examination. Proposal defense will be a requirement of Thesis I with advisor and all committee members in attendance.

CRES 991 - Thesis II (3)

Thesis II is a 3 credit 8-week course of advised research from an expert in the field of interest of the student. Students will complete a timeline for progression through their doctoral work and a constitution document that will define the expectations of the advisor and student throughout the process. Thesis projects will involve formation of data collection, analysis, discussion, and conclusions under the direction of an advisor.

CRES 992 - Thesis III (3)

Thesis III is a 3 credit 8-week course of advised research from an expert in the field of interest of the student. Students will complete their research study and writing of their doctoral thesis. In addition, students will work with their advisor to move towards dissemination of their doctoral work through conference abstract submission and formulation of a manuscript submission for peer review.

CRES 993 - Thesis IV (3)

Thesis IV is a 3 credit 8-week course of advised research from an expert in the field of interest of the student. Students will complete their research study and writing of their doctoral thesis. In addition, students will work with their advisor to move towards dissemination of their doctoral work through conference abstract submission and formulation of a manuscript submission for peer review. Thesis IV will require a dissertation defense to complete.

CRES 994 - Thesis V (1)

Thesis V is a 1 credit 8-week course of advised research from an expert in the field of interest of the student. Students will use this 1 – credit extension time to complete any of the above course objectives not yet addressed in the

32-week dissertation timeframe.

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.

CS 240 - Introduction to Business Intelligence (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: Fall, Spring.

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.

CS 390 - Special Topics: Project Management (3)

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.

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.

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.

EDUC-Education

EDUC 519 - Understanding Diverse Learners (3)

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

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

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

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

The course is an introduction to the development of instructional systems. Topics surveyed include needs assessment, learner analysis, instructional analysis, specification of instructional objectives, selection of instructional strategies, and media. The course will survey theoretical positions in learning and cognition with emphasis on their relevance to the design of classroom learning environments. Contemporary curriculum theories and Curriculum as an interrelated agent of conceiving and effecting change will be stressed. Trends and practices, instructional and resource materials, and methods and

techniques in education will be covered.

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

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

EDUC 524 - Models of Learning and Instruction (3)

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

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

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

EDUC 527 - 21st Century Curriculum (3)

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

EDUC 528 - Instructional Coaching and Mentoring (3)

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

with fostering a support system for continuous improvement of all teachers. The course will include a 15 hour practicum.

EDUC 529 - Collaboration and Professional Development (3)

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

EDUC 530 - Leading Organizational Change (3)

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

EDUC 540 - Foundations of Educational Leadership (3)

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

EDUC 541 - Technology and Student Information Systems (3)

As a teacher leader, this course will help you refine, redefine, and reshape perspectives and views of technology as they relate to your career and your school system. Activities will increase your basic awareness of technology concepts, provide experiences that facilitate individual thinking, and explore data systems to increase organizational effectiveness.

EDUC 542 - Leading Learning Organizations (3)

Educational leaders are responsible for facilitating school improvement efforts and communicating results to all stakeholders. This course fosters an understanding of how leaders develop, steward, and implement a shared mission in order to sustain organizational change and meet the learning needs of all students.

EDUC 543 - Curriculum and Instruction for Learning (3)

The theoretical foundations of curriculum development and evaluation are central to the effective design of opportunities to meet the needs of all learners. Students will examine research-based practices in curriculum design, instructional delivery, data-informed decision making, and supporting a democratic learning environment. Strategies to prepare learners for a global society will also be included.

EDUC 544 - Professional Development and Coaching (3)

One of the major roles of teacher leaders is training and mentoring teachers. From facilitating a workshop to observing a new teacher, teacher leaders share in the instructional improvement of a school learning community. Students will discover and discuss the connection between professional learning and school improvement, how to create a training session, and methods for observing and supporting instructional change. This course satisfies the state training requirements to serve as a first year mentor teacher and as a student teacher supervisor.

EDUC 545 - Influence of Social, Cultural, and Political Factors in Schools (3)

This course examines the intersection of external forces on school curricula, policies, settings, and communication. A variety of perspectives and issues will afford an increased self-awareness and set of strategies to equip teacher leaders in establishing a more just and equitable learning community.

EDUC 546 - Educational Research and Reflective Practice (3)

This course will use a consumer-based approach to locate, analyze, and apply pertinent research to support school improvement efforts and innovative teaching practice. As reflective practitioners, teacher leaders use research to identify concerns and provide methods for solving challenges. Students will also study ethical beliefs and standards.

EDUC 547 - Practicum in Teacher Leadership (3)

Students will spend 110 hours observing, shadowing, and practicing teacher leader roles. An outlined plan of the goals and activities for the experience must be approved by the instructor(s) and the practicum supervisor.

EDUC 548 - Presentation and Publication (3)

Teacher leaders share their knowledge and experience

outside of their local district through conference presentations and professional publications. Students will participate in a scholarly writers' workshop where all members hone their craft through feedback and encouragement and develop scholarly works ready for submission or presentation.

EDUC 549 - Advocating for Chance (3)

An examination of issues and challenges facing today's educational system becomes a platform for teacher leaders to influence laws, policies, and practices beyond their school setting. Students will engage in a variety of activities introducing them to advocacy opportunities in the profession.

EDUC 683 - Supervision of Student Teachers (2)

By arrangement.

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.

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.

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.

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.

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.

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.

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.

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.

LDRS 500 - Foundations of Leadership (3)

An introductory course surveying core leadership theories, styles, and skill sets. Students will learn the history of leadership theory development, the strengths and weaknesses of current theories, and various antecedent concepts. In addition, students will begin to explore the ethical challenges of leadership. Finally, students will be challenged to retrospectively explore the importance of personal values and attitudes in their own personal leadership.

LDRS 504 - Leadership Communication, Conflict Resolution and Negotiation (3)

An analysis of leadership communication concepts including nonverbal, interpersonal, cross-cultural, small group, conflict, mediation, negotiation, and public communication. Students will evaluate a variety of communication theories and skills as they apply to various leadership settings. Particular attention will be given to conflict management, mediation, and negotiation skills. Finally, students will explore the influences of culturally diverse organizations on leadership communication.

LDRS 506 - Leadership: Strategy, Innovation and Imagination (3)

This course will explore strategic, innovative, and imaginative ways of leading diverse groups of people. It will give students an understanding of how organizations are able to promote and manage strategy, innovation, and imagination. The course will utilize theories such as chaos theory and change management, tap into tools and ideas from the field of innovation engineering, and challenge students to think imaginatively using perspectives from the liberal arts (i.e. art, drama, theater, history, literature, and music). Finally, the course will explore and discuss the innovation process of turning ideas into practical outcomes.

LDRS 507 - Public Policy (3)

This course is intended to enhance students' skills in public policy, with a particular emphasis on ethical decision making practices among policy makers and public administrators. Course delivery will demonstrate

accessibility of policy-makers, through panel discussions and interviews with policy makers, staff, organizations, elected and appointed officials and others involved in the system. Students will be asked to reflect on their unique professional experiences and relate them to their specific interests in the realm of public policy.

LDRS 508 - Strategy of Non Profit Leadership (3)

This course introduces the student to the major opportunities, challenges, and issues that leaders and managers face in increasing nonprofit effectiveness. Topics include understanding the nonprofit sector, nonprofit management, governing and leading nonprofit organizations, obtaining and managing resources. Students will complete a leadership strategy portfolio for a nonprofit organization as a final project. Students can decide to utilize a nonprofit organization that they work for, volunteer for, are interested in, or can develop the portfolio for a hypothetical non-profit organization.

LDRS 509 - 21st Century Health Care Systems and Policy (3)

This course presents a broad overview of the health care delivery system and the interplay of health care policy. This course will explore the organization of health care, the workforce, financing, health care costs and value, management and the utilization of health information technology. This course also provides the opportunity to learn about population and public health, health and behavior and meeting the needs of vulnerable populations. The United States Health Care System is also contrasted with the systems in England, Canada, France and China. Finally, the course provides some idea about the future of health care delivery.

LDRS 510 - Sports Marketing, Promotion and Communication (3)

This course introduces students to the unique principles and best practices of marketing, promotion, and communicating within the sports industry. Topics covered include marketing and promoting sports activities, organizations, and sports equipment. In addition, the role of emerging communication technology, media and social networking and public relations in the sports industry will be covered.

LDRS 511 - Initiating Critical Inquiry (3)

The first of three courses in the development of the final capstone project. Students will review various research methods introduced throughout the program. Students will develop their research questions/hypotheses and complete a relevant literature review. Projects can be theoretical, tied

to an existing organization's mission, or solutions-based applications for real-world leadership needs or problems.

LDRS 512 - Organizational Systems and Change Management (3)

An in-depth introduction to theories of organization and organizational behavior. Students will explore the evolution of organizational theory, including the various theoretical lenses which have influenced the understanding of organizational structures and behaviors. In addition, students will develop an understanding of the role of various organizational behaviors in the structure and function of an organization.

LDRS 513 - Ethical Discernment for Leaders (3)

An exploration of ethical theory, models of ethical discernment, and the application of ethics in leadership. Students will engage in the advanced study of morality within leadership. Particular attention will be given to the development of moral character. Finally, students will develop their understanding of how they engage in ethical discernment and how to guide others within organizations to engage in ethical discernment.

LDRS 515 - Leading in a Global Context (3)

An in-depth study of leading in a culturally diverse world. Students will explore the concepts of culture, worldview, identity, and purpose as those concepts relate to individual and organizational identity. Specific attention will be given to the psychological mechanisms influencing personal understanding of shared realities. Finally, the course will review ways leaders can create organizational climates that support connection and belongingness.

LDRS 560 - Community Engagement in 21st Century Policing (3)

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

LDRS 561 - Response to Mental Health and Officer Wellness as a Law Enforcement Organization (3)

This course presents best practices for law enforcement organizations to provide effective services to individuals with mental illness. Services and venues available to assist

mentally ill populations will also be explored, as will criminal justice applications and alternative paths for offenders. Additionally, this course will address issues surrounding and ways to improve officer mental health and wellness within a law enforcement organization.

LDRS 562 - Critical Leadership Issues in Policing (3)

Critical Leadership Issues in Policing is a discussion of contemporary issues facing law enforcement agencies and exploration of ways to navigate 21st Century policing challenges. The course identifies change catalysts and ways in which a law enforcement leader can effectively and strategically evolve to best carry out her/his organization's mission. The course also covers best practices for identifying trends and predicting future challenges so leaders can mitigate negative consequences.

LDRS 563 - Crisis Management Leadership in Policing (3)

The complexity of societal and community relationships with the police and government presents challenges that law enforcement leaders must address and embrace. This course identifies best practices for addressing and effectively managing crises in contemporary policing. The course outlines methods for developing solutions to crises affecting public safety and crime reduction, strategies for fostering community collaboration when crises occur, and ways to manage and mitigate crises. An adaptable, scalable plan will be presented and used as a model for crisis management through this course.

LDRS 590 - Special Topics (3)

Special topics in leadership

LDRS 601 - Advanced Strategic and Human Resources Management (3)

An integrating course designed to develop coordinating ability and experience in the decision-making process. Taught from top decision maker's viewpoint and by the case method, the course develops understanding of an overall point of view through analysis of actual business situations, and an appreciation of the relations of the production department to other departments and to the business as a whole. Concluding cases emphasize the responsibilities of the business enterprise to the community and to society. An analysis of macro and micro behavioral approaches to effective human resource management within the organization. Topics include the environment, the individual, small group, leadership, motivation, job design, evaluation, rewards, and growth. Macro behavioral topics such as organizations, design, climate, and organizational processes are also covered as these relate to

human behavior within organizations.

LDRS 602 - International Business (3)

This course will provide a broad knowledge of international business management and stimulate the interpersonal and intercultural management skills necessary for conducting international business. The economic, political, and legal aspects of global business are discussed in the course. This course also explores the history, evolving definitions, theories, management, and synergies of global business and international development. An overview of legal, ethical, and cultural competency issues in both international business and development is provided.

LDRS 611 - Grant Writing (3)

For a NGO, receiving grants, whether federal or private foundation, can determine whether the organization continues to operate or fails. Students will learn key steps to help them find and formulate grant applications to help achieve additional funding for their organization. This course will teach students how to research and develop mutually beneficial relationships with potential funding sources, organize a grant writing campaign and keep track of all funding sources, requests and donations, and prepare complete proposal packages.

LDRS 612 - Justice and Forgiveness (3)

Completion of this course will involve: i) Understanding the nature of social justice (and injustice) with the ability to identify relevant practices across a range of cultural settings. ii) Comprehension of various forms of forgiveness (especially shallow vs. authentic forms), techniques for fostering forgiveness and its benefits. iii) Investigation of the role of memory (or lack thereof) in both justice and forgiveness, e.g. the role of memorials in preventing future injustice, the impossibility of forgiveness if injustice is forgotten or denied, etc.

LDRS 621 - Leading in Interprofessional Healthcare Teams (3)

This course 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 633 - Followership: Coaching & Mentoring (3)

An introduction to followership theories, antecedent concepts, and the role of coaching and mentoring in follower development. Students will engage in an in-depth examination of the leader-follower relationship and the role of empowerment in developing followers. Students will apply followership development models in practice and in creating development plans for implementation.

LDRS 641 - Proposals for Change (3)

The second of three courses in developing the final capstone project. Students will develop a research method for their research or a plan of design or implementation if completing a project. Students will complete any training needed to conduct research. Students will submit their proposals for IRB approval or obtain permission for project implementation if needed.

Prerequisite: LDRS 511.

LDRS 690 - Special Topics (3)

Special topics in leadership

LDRS 699 - Leadership Project/Practicum (3)

This course is the capstone experience of the program. Students will begin formulating ideas for their project during the first year. Students will design a project with the potential for implementation. The project will demonstrate and utilize skills and ideas from the coursework. The projects can be either theoretical or tied to an existing organization's mission.

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.

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.

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.

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.

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.

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.

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.

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.

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.

Outcomes

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

PT 752 - Biomechanics and Kinesiology (4)

This course presents the interrelationships of movement processes between bony and soft tissue structures in the human body. This course prepares students to interpret and synthesize the biomechanics that occur with normal movement.

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.

Outcomes

9. Apply anatomical knowledge to determine the appropriate soft tissue mobilizations or physical modality interventions for a patient/client.

10. Apply the phases of the healing process and the physiology of healing to determine the appropriate soft tissue mobilizations or physical modality interventions for a patient/client.

11. Apply pain science to determine appropriate soft tissue mobilizations or physical modality interventions for a patient/client.

PT 769 - Evidence-Based Practice I (2)

This is the first of a three-course series that introduces physical therapy students to the principles of evidence based practice. Students will learn the levels of the evidence pyramid, and the types of studies found within it. Students will be introduced to topics related to asking questions, searching the literature, research design, and statistical methods.

PT 781 - Clinical Ed Theory I (1)

This course is an introduction to the profession of physical therapy (PT), including the elements of PT practice and American Physical Therapy Association (APTA) Core Values. Students will be introduced to the International Classification of Functioning, Disability and Health (ICF) model of functioning and disability and the biopsychosocial model of health. This course will cover the requirements to participate in clinical experiences and program professional behavior expectations.

PT 782 - Clinical Ed Theory II (2)

In this course students will learn and practice healthcare reimbursement in physical therapy including billing, coding, and documentation. This course will also prepare students for their first full-time clinical education experience including patient/client privacy, infection control, CPR, and professional behavior expectations.

PT 783 - Clinical Ed Theory III (1)

The course will provide students an opportunity to reflect on their performance and capture learning from the preceding clinical experience. The course covers diversity in healthcare, social determinants of health, and disability awareness. This course will also prepare students for their clinical education experiences.

Outcomes

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

PT 784 - Clinical Ed Theory IV (1)

The course will provide students an opportunity to reflect on their performance and capture learning from the preceding clinical experience (PT 882). This course covers health behavior and health behavior change, strategies for building a therapeutic alliance, and motivational interviewing. This course will also prepare students for their third full-time clinical education experience.

Outcomes

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

PT 785 - Clinical Ed Theory V (1)

The course will provide students an opportunity to reflect on their performance and capture learning from the preceding clinical experiences. This course will prepare students for working as professionals in physical therapy, including legislative affairs, ethics, lifelong learning, leadership, and professional membership. Students will reflect on their learning and growth over the course of the DPT curriculum. This course will also prepare students for their terminal full-time clinical education experience.

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.

Outcomes

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

PT 852 - Acute Care for Physical Therapy (2)

This course presents physical therapy management of individuals with acute medical and surgical conditions. This course will address the role of the acute/critical care physical therapist as a multi-disciplinary team member with patients/clients across the lifespan with varying acuity levels.

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.

Outcomes

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

PT 884 - Clinical Experience IV (12 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.

Outcomes

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

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.

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.

TECH - Technology

TECH 152 - Introduction to Web Development (3)

This course explores the concepts of Hypertext Markup Language (HTML), Cascading Style Sheets (CSS), XML, and HTML following the current standards set by the World Wide Web Consortium (W3C) for developing inter-linking web pages that include graphical elements, hyperlinks, tables, forms, and image maps.

TECH 160 - Introduction to Computing (3)

This course will present an overview of several important areas of the computer field (e.g. data representation and storage, networking, operating systems, machine architecture, logic, functions and algorithms) while seeking to develop a practical, realistic understanding of the field and prepare students for future courses. Ethical and legal aspects of areas such as Internet security, software engineering, and database technology are also introduced in order to enable students to be responsible users of technology.

TECH 200 - Hardware Installation and Maintenance (3)

This course provides students with the knowledge of the fundamentals of computer technology, networking, and security, along with the skills required to identify hardware, peripherals, networking, and security components, with an introduction to the fundamentals of installing and maintaining computers. Students will develop the skills to identify the basic functionality of the operating system, perform basic troubleshooting techniques, utilize proper safety procedures, and effectively interact with customers and peers. This course is designed to help prepare students for the CompTIA A+ certification examination.

TECH 201 - IT Helpdesk (3)

This course introduces service management and covers the core concepts of creating value, service offerings, service relationships, achieving outcomes, managing costs, mitigating risks, and measuring the utility and warranty of a given service. This course also introduces the new ITIL 4 Foundation certification exam, which is the entry-level certification in the ITIL framework and offers an exceptional overview of ITIL.

TECH 202 - CompTIA A+ Certification Preparation (3)

This course prepares students to complete the CompTIA A+ certification examination and provides students with advanced knowledge of computer technology, networking, and security fundamentals. Students will possess the skills required to identify hardware, peripherals, networking components, and security components. Students will take practice exams to prepare for the exam. Students will also understand basic operating system functionality and troubleshooting methodology while practicing proper safety procedures and effective interaction skills with customers and peers.

TECH 272 - Java Programming I (3)

This course introduces the syntax and features of the Java Programming language. Students learn to create a variety of apps using visual components. Object-oriented design, event handling, and exception-handling concepts are presented and used in programming projects. Other topics include input-output management, data types and structures, class structures, calendar and date objects, and decision structures.

Outcomes

1. Understand fundamentals of programming such as variables, conditional and iterative execution, methods, etc.
2. Understand fundamentals of object-oriented programming in Java, including defining classes, invoking methods, using class libraries, etc.
3. Be aware of the important topics and principles of software development.
4. Have the ability to write a computer program to solve specified problems.
5. Be able to use the Java SDK environment to create, debug and run simple Java programs.

TECH 300 - Operating Systems and Cloud Environments (3)

This course provides an overview of modern operating systems and their use in home and small business

environments. Activities will utilize the graphical user interface (GUI) and command line environment (CLI). Topics include using modern virtual operating systems and cloud environments.

TECH 301 - Agile Project Management (3)

This course explores the core values and principles of agile project management. Topical coverage includes agile methodologies, the relationship between defined and empirical processes, best practices, and the latest agile approaches.

TECH 310 - Secure Operating Systems (3)

This course will provide knowledge and the practical experience necessary to configure the most common server platforms. Lab exercises will provide students with experience of establishing operating systems security for the network environment.

TECH 311 - Security Policies & Procedures (3)

This course provides knowledge and experience to develop and maintain security policies and procedures. Students will explore the legal and ethical issues in information security and the various security layers: physical security, personnel security, operating systems, network, software, communication, and database security. Students will develop an Information Security Policy and an Acceptable Use Policy.

TECH 320 - JavaScript Technologies (3)

This course introduces JavaScript and JavaScript Technologies. This course gets you started with an introduction to JavaScript. This course introduces you to creating functions, creating variables, and calling these lines of code from your standard HTML pages. We talk about events and triggers for custom event handling. We also discuss pattern matching, searching for text within a page, flow control, and the document object model (DOM).

TECH 325 - Networking (3)

This course examines computer networks and data communication. Topics covered include telecommunications history; transmission media; transmission characteristics; error detection and correction; local and wide area networking applications; standard network models; industry standards; protocols; network management; wireless and mobile networks; network security.

TECH 326 - Network Security (3)

This course provides knowledge and the practical experience necessary to evaluate, implement, and manage secure information transferred over computer networks. Topics include network security, intrusion detection, types of attacks, methods of attacks, security devices, basics of cryptography, and organizational security elements.

TECH 340 - Python (3)

This course introduces computer programming using the Python programming language. Emphasis is placed on common algorithms and programming principles utilizing the standard library distributed with Python. Upon completion, students should be able to design, code, test, and debug Python language programs.

TECH 342 - Database Development (3)

This course introduces students to the essentials of database development and construction. Students will use a database management system throughout the course to create tables, joins, queries, forms, reports, macros, and switchboards. In addition, by exploring the concepts of normalization and entity relationship diagrams, students will learn how to create a structurally sound database that minimizes data redundancy.

TECH 350 - Source Code Control & Virtualization (3)

This course introduces students to the concepts of source code control and virtualization. Students will learn about code repositories, how to manage and utilize them, and virtualization technologies that are common in web platforms.

TECH 360 - Comparison of Programming Languages (3)

This course will survey the major programming language paradigms of imperative, functional, object-oriented, logic languages, and techniques of parallel and concurrent programming. Theoretical coverage of underlying principles of programming languages will be studied and then demonstrated through practical examples from languages representative of each paradigm.

Prerequisite: TECH 372 and TECH 340 or with permission.

Outcomes

1. Students will be able to explain the defining characteristics of the different programming language paradigms.
2. Students will be able to explain the types of problems that are typically solved efficiently by programs written in the different programming language paradigms.
3. Students will be able to solve simple problems in code with representative languages for each paradigm.

TECH 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 course will introduce you to the next step towards your new career.

TECH 372 - Java Programming II (3)

This course will cover advanced Java programming topics including: JavaFX GUI and SceneBuilder, Strings, Characters and Regular Expressions, Files, I/O streams, and XML Serialization, Generic collections, Lambdas and streams, recursion, searching, sorting, generic collections and data structures, concurrency, parallelism and multithreading.

Prerequisite: TECH 272.

Outcomes

1. Design object-oriented computer software using established techniques.
2. Utilize web-enabled documentation techniques for Java applications.
3. Implement graphical user interfaces (GUIs).
4. Develop multithreaded solutions to solve common concurrent processing problems.
5. Demonstrate the use of Collections to solve general categories of programming problems.
6. Construct networked software solutions.
7. Create database connectivity solutions.
8. Explain Java technologies utilized for distributed processing.

TECH 400 - Ethical Hacking (3)

This course provides a hands-on introduction to ethical hacking and penetration testing. It is for individuals who want to enhance their information security skill set and help meet the growing demand for security professionals. Topics include network and computer attacks, footprinting and social engineering, port scanning, enumeration, OS

vulnerabilities, hacking web servers, hacking wireless networks, cryptography, and network protection systems.

TECH 401 - Defensive Network Security (3)

In this course, students will learn how to plan, design, install, and configure firewalls that will allow key services while maintaining security. This will include protecting the Internal IP services, configuring a firewall for remote access, and managing a firewall.

TECH 402 - Computer Forensics (3)

This course examines the use of computers in the commission of crimes, collection, analysis, and production of digital evidence. Students will use computer resources to explore basic forensic investigative techniques.

TECH 423 - Linux Administration (3)

This course will cover the basics of the Unix-like computer with a primary focus on open-source Linux distributions. The operating systems will be investigated in regard to their features and usability as a small business desktop or as various network servers. Topics covered will include shell commands, file management, basic applications, utilities, user interfaces, networking, process control, user management, installation of software, and security. Network servers for user authentication, file management, web, database, and email will be implemented in a lab environment.

TECH 441 - Dynamic Web Design (3)

This course will advance the website design and development skills introduced in CS 341. Topics include web forms, database implementation, XML, server-side scripting, web server implementation and configuration, and discussion of design and development issues and problems.

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