Recognition of the College

Accredited:
The College is accredited by the Higher Learning Commission.

Specific programs of the College are accredited by:
Accreditation Council for Occupational Therapy Education
Commission on Accreditation for Health Informatics and Information Management Education
Commission on Accreditation of Athletic Training Education
Commission on Accreditation in Physical Therapy Education
Commission on Collegiate Nursing Education
Council on Social Work Education
Teacher Education Accreditation Council

Approved:
Minnesota Board of Nursing
Minnesota Board of Teaching

Membership:
American Association of Colleges for Teacher Education
American Association of Colleges of Nursing
American Association of Collegiate Registrars and Admissions Officers
American Library Association
Association for Gerontology in Higher Education
Association of American Colleges and Universities
Association of Catholic Colleges and Universities
Council for Adult and Experiential Learning
Council of Independent Colleges
Minnesota Private College Council
National Association of Independent Colleges and Universities
National Collegiate Honors Council
Upper Midwest Regional Honors Council

Registration:
The College of St. Scholastica is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.
The College of St. Scholastica has a Regular Degree-Granting Program License through the Arizona State Board for Private Postsecondary Education.

Nondiscrimination:
The College of St. Scholastica does not discriminate on the basis of race, color, creed, religion, national origin, sex, sexual orientation, disability, age, marital status, status regarding public assistance or local commission status in its programs, procedures and activities. The Vice President for Human Resources has been designated to handle inquiries regarding the nondiscrimination policies.
Welcome to The College of St. Scholastica! Whether at the Duluth campus, or at one of our extended sites, or online, you are joining a community of learners who are committed to academic excellence and the values of our Catholic Benedictine heritage. We believe that the world wants thoughtful leaders who have a moral compass. We look forward to working with you to develop the knowledge and skills for success in your chosen profession, as well as the larger sense of meaning and purpose that will guide the application of your knowledge. Welcome to what I hope will be a wonderful journey!

Sincerely,

Larry Goodwin, Ph.D
President
Mission, Vision, and Identity of the College

Mission statement

Shaped by the Catholic Benedictine heritage, The College of St. Scholastica provides intellectual and moral preparation for responsible living and meaningful work.

Vision statement

The College of St. Scholastica aspires to be a diverse and inclusive academic community of excellence, grounded in the rich Catholic Benedictine heritage, sending forth thoughtful leaders sharpened and sensitized by the liberal arts, who are prepared and committed to serve and transform the world.

The purposes of The College of St. Scholastica are to:

- Foster an environment in which students, staff, and faculty will be inspired with the Benedictine values expressed in community, hospitality, respect, stewardship, and love of learning.
- Stimulate a zest for lifelong learning by supporting the general education goals of critical thinking, intellectual integrity, aesthetic appreciation, and intellectual curiosity.
- Prepare students, through undergraduate and graduate programs, for responsible leadership in professional positions and/or advanced studies.
- Provide programs for traditional and nontraditional students to meet community needs.
- Lead public interfaith discussions of ethics and peace and justice issues in the tradition of our Catholic Benedictine intellectual heritage.
- Ensure continued access to a faith-based institution of higher learning through proper stewardship of human and fiscal resources.

Benedictine values

Community

Sharing responsibility to create and support community. Creating a climate that promotes a sense of community while valuing the uniqueness of the individual. Manifesting an ability to adapt to circumstances without compromising our values.

Hospitality

Creating a welcoming atmosphere personally and institutionally. Listening and responding sensitively to all. Extending warmth and acceptance to all. Welcoming new ideas and being open to change.

Respect

Cherishing and promoting the worth of all human life. Treating people with dignity and reverence without regard to age, gender, race, minority, sexual preference or economic status. Honoring and supporting the spirituality of each person. Valuing the dignity of all work. Promoting participation of all people in the decisions affecting their lives.

Stewardship

Using human resources responsibly. Providing wise and respectful use of all material and monetary resources. Promoting prudent use of resources and energy. Finding time for work, play and prayer in daily life, which will promote physical, mental and spiritual growth.
Love of learning

Preserving the intellectual and material heritage entrusted to us by past generations. Transmitting the treasures of human culture to new generations. Creating scholarly, artistic and scientific works that enrich and enlarge human life. Integrating thought and action as complementary aspects of a full human life.

Diversity statement

The College of St. Scholastica is committed to fostering a learning environment that is culturally diverse and pluralistic. Informed by our Benedictine heritage and its values of community, hospitality, respect, stewardship and love of learning, we are compelled to be open to diverse points of view and not avoid dissent, while constantly being mindful of what it is to be an engaged community working for social justice. To do so recognizes human dignity, difference and equality that includes, but is not limited to: race, age, class, gender, sexual orientation, physical abilities/qualities, and ethnicity.

In our striving to be an inclusive community, we must engage in intellectual discourse and exchange if we hope to develop an understanding of our commonalities and differences, even if this discourse and exchange result in conflict and change. The challenge that lies before us as a community is to embody in our institutional life what it means to be truly committed to cultural diversity and pluralism.

Our identity

The College of St. Scholastica is the only independent college in northeastern Minnesota. The College was founded in 1912 by a group of pioneering Benedictine Sisters who offered college courses to six young women. Today St. Scholastica educates more than 4,000 men and women yearly and has more than 20,000 alumni. The 186-acre Duluth campus is on a ridge overlooking Lake Superior. Campus buildings include Tower Hall, the Science Center (including a chemistry wing that opened in 2013), Our Lady Queen of Peace Chapel, the Burns Wellness Commons, Mitchell Auditorium, the College Library, the St. Scholastica Theatre, the Student Union, Somers Residence Hall and eight apartment complexes. The College offers selected programs online and at additional locations in several communities within Minnesota, including Brainerd, Grand Rapids, Rochester, St. Cloud, and the Twin Cities. Adjoining the Duluth campus are St. Scholastica Monastery, home of the Benedictine Sisters; Westwood Apartments for seniors; and the Benedictine Health Center, a continuous care facility for seniors. These facilities serve the needs of the Duluth area and provide opportunities for practical experience for many of the College's health and behavioral sciences students. The College's small, friendly community enables students to participate successfully in academics as well as extracurricular and recreational activities. A 14:1 student-to-faculty ratio permits students to seek individualized help and encouragement. National surveys have repeatedly recognized the College for academic excellence and value. In its most recent "Best Colleges" rankings, U.S. News & World Report ranks St. Scholastica as a top-tier Midwest Regional University.

Duluth

Mid-America's gateway to the sea, Duluth's Lake Superior harbor hosts ships from dozens of nations each year. The Boundary Waters Canoe Area Wilderness is within two hours of driving distance, as is Lake Superior's Apostle Islands National Lakeshore. Duluthians enjoy the beauty and sport of four seasons. In close proximity to the College are beaches, biking and jogging trails, ski resorts, cross-country ski trails, boating and fishing sites, and rinks for skating, curling and hockey. Duluth offers a variety of cultural activities as well. The city's entertainment and convention center hosts a long list of popular entertainers every year. The Minnesota Ballet, Duluth Playhouse and Duluth Superior Symphony Orchestra provide exciting year-round seasons. Glensheen, a 39-room neo-Jacobean style mansion built on the Lake Superior shore, the Heritage and Arts Center and the Marine Museum at Canal Park highlight Duluth's many historical attractions. The city is a regional healthcare center and offers a variety of shopping in several malls and in many specialty shops. Duluth's low crime rate, high quality of life and extraordinary natural beauty frequently earn it high rankings in national "best places to live" surveys.
Financial Aid

For full information on general eligibility, student rights and responsibilities, outside financial aid resources and Air Force ROTC scholarships, please visit:

http://www.css.edu/FinAidGradEligibility

For full information on the refund policy, please visit:

http://www.css.edu/GradRefundPolicy

Tuition and Fees

Doctor of Nursing Practice
$800 per credit

Doctor of Physical Therapy
$790 per credit

Graduate Teaching Licensure (M.S.)
$515 per credit

Master of Science in Occupational Therapy
$790 per credit

Master of Arts in Management
$495 per credit

Master of Business Administration
$495 per credit

Master of Education
$395 per credit

Master of Science in Exercise Physiology
$725 per credit

Master of Science Health Informatics
$610 per graduate credit

Master of Science Health Information Management
$610 per graduate credit

Master of Science HIM/ITL
$610 per graduate credit

Master of Science in Occupational Therapy
$790 per credit

Master of Science in Project Management
$495 per credit
Post Baccalaureate Nursing
$13,965 per term

Transitional Doctor of Physical Therapy
$700 per credit

Master of Social Work
$620 per credit

*Tuition rates are subject to change. Additional fees and costs for course materials may apply. Total program cost and completion time varies with individual program plans.*
To view the Academic Calendar, please visit http://css.edu/GradCalendar.
Academic Policies and Services

Graduate Academic Policies

Culminating Graduate Experience
Each graduate level program requires a culminating experience, e.g., a thesis, research study, final project, internship, and provides its own guidelines.

Transfer Credits
Students may transfer a maximum number of six semester graduate credits appropriate to the program, earned from a regionally accredited college or university, toward completion of their St. Scholastica degree. Departments are looking for corresponding outcomes and other curricular requirements to the completed transfer courses and the courses within our curriculum. Exceptions to this policy for individual students may be made by individual departments. The transfer credit must have been completed no more than seven years prior to the date the St. Scholastica degree is completed. Forms to request transfer of credits can be obtained online and submitted to the Office of Graduate Admissions.

The College of St. Scholastica will consider transfer credits from students who:
- Submit a Graduate Credit Transfer Application form.
- Submit an official transcript sent directly from the regionally accredited institution.
- Submit the course syllabus, catalog, or other pertinent descriptive information to determine equivalency of course content.
- Have earned a course grade of 3.0 or better.
- Completed the course not more than seven years prior to graduating from the St. Scholastica program.

Degree-seeking students planning to enroll in courses at another institution with the intent to transfer the credits to The College of St. Scholastica will need to send a written request and supporting course documentation to the program director prior to enrolling in the course. Written approval will be provided if the course is acceptable for transfer.

Withdrawal from the College
Any student who withdraws from the College during the course of the academic year must fill out an Official Withdrawal from College form.

A student is legally registered until he/she files an official withdrawal or completes the course. Enrollment verification and refunds are based upon two documents:
- the official registration form and
- official withdrawal form.

A student who has left the College while in good standing may reenter at any time, depending upon program availability, by following the designated readmission and registration procedures.

Graduate Stop-Out Policy
A stop-out occurs when a graduate student decides not to enroll due to extenuating circumstances and does not wish to forfeit their spot in the program. The student will need to contact their Graduate Program Director (or program designee) or program advisor who will advise the student regarding the projected completion date. Students may go to https://www2.css.edu/app/depts/registrar/withdraw/index.cfm to initiate an Official Withdrawal from College form and be coded as a stop-out. Once the student completes the form, the person designated point of contact will complete the form with an electronic signature. Graduate program advisors will forward a withdrawal email to the Administrative Support for Graduate, Extended and Online programs at geoadmin@css.edu. A graduate student, who has been granted admission into a program, enrolls in the program and then stops-out for more than 12 months must reapply to the program by the program application deadline date and meet all admission requirements.
Grade Definitions
Graduate students must maintain an average GPA of 3.0 and no grade lower than a C. A student's performance is recorded in grades as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>2.7</td>
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<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

A = Evidence of exceptional and outstanding work.
B = Evidence of acceptable work.
C = Minimally acceptable if the required overall GPA is maintained for that program.
F = Failing work.
P = The P (pass) may be used if agreed upon ahead of time by the faculty and student. The P grade indicates successful completion of course requirements.
N = The N (no credit) grade is used when Pass/No Pass has been agreed upon and when course requirements have not been successfully completed.
I = The I (incomplete) grade is given to students who have requested an I grade because they are unable to complete the course requirements by the end of the course/semester due to extraordinary circumstances. The request must be made to the faculty on the Graduate Course Incomplete Contract form. The I grade must be converted to a letter grade (A through F) or P or N within the contract time frame.
IP = The IP (in progress) grade is used to signify courses that are usually not completed within the term due to the nature of the course. The IP grade must be converted to a letter grade (A through F) or P or N within 12 months from the time the course was ended.

Graduate Incomplete Policy
1. An incomplete may be assigned by the instructor at his/her discretion at the end of a term.
2. Faculty and student must complete an Incomplete Contract Form. This form is available at http://resources.css.edu/Registrar/forms/incomplete_grade_contract.pdf
3. A limit will be placed on the length of time that "I" may stand on the student's record: that limit, unless extended by the instructor, will be the fifth week of the subsequent term. "Incompletes" must be resolved before the student can officially graduate.
4. Procedure
   A. Faculty and student must complete the Incomplete Contract Form with the student outlining specific requirements to complete the "I" the required completion date and default grade. Both student and faculty member sign the form and submit to the campus site director.
   B. Campuses will keep a copy of the form in the student's file.
   C. The Registrar will notify the instructor of outstanding "I" prior to week five of the subsequent term. Advisors will be copied.
   D. The instructor responds in one of two ways:
      1. Requests an extension of the incomplete for the student.
      2. Enters a default grade (A-F) on the student's transcript.

Completion of the Graduate Degree

Time Limits for Completion of the Graduate Degree
The credits required for obtaining a graduate degree, including transfer credits, must have been earned within seven years. Transfer credits approved early in the program may not apply toward the degree if they become older than seven years before all of the degree requirements are completed.

Commencement
In order to be awarded the graduate degree or certificate, students must complete the Application to Graduate. This form can be obtained from the Registrar or downloaded at https://www2.css.edu/app/depts/registrar/appToGraduate/graduate and should be submitted to the department along with the graduation fee by Oct. 1 for Fall commencement and Feb. 1 for Spring commencement, according to department policy. The Application to Graduate form must be signed by the Graduate Academic Advisor and the Graduate Program Director, and then submitted to the School Dean who signs it and forwards the document to the Registrar.

Graduate students generally participate in commencement at the Fall or Spring ceremony following completion of all degree requirements. In those programs (or tracks) where the final requirement is an off-site internship/field placement, e.g. occupational therapy, students who are making
normal progress toward their degree may participate in the ceremony prior to completing the final requirement.

Students in other programs or tracks who have special circumstances may participate in commencement with the permission of the Graduate Program Director and the School Dean. Participation in the ceremony does not confer the degree. The degree is conferred when all requirements have been completed and appear on the official transcript.

**Disciplinary Policies**

Students may be placed on probation, or dismissed, for academic and behavioral reasons. Most lapses in ethical or academic standards will be addressed with probation, but some may be severe enough to warrant dismissal.

A student may be placed on probation only once during the timeframe of a given program. Exceptions to this policy for individual students may be made with approval of the program department and the School Dean.

**Academic Probation**

Students must maintain a cumulative GPA of 3.0. If the cumulative GPA falls below 3.0, the student is placed on academic probation. The student must then achieve a 3.0 after completion of a minimum of six subsequent credits, or the designated subsequent semester course load for full time, traditional programs.

Academic dishonesty such as plagiarism, falsification of data, or cheating will result, at a minimum, in failure of the assignment involved, and may result in failure of the course. Course failure will result in academic probation. More than one instance of academic dishonesty will result in dismissal. However, in cases of serious dishonesty, dismissal may result after the first instance. Any instance of academic dishonesty and the resultant disciplinary actions must be reported to the School Dean.

**Behavioral Probation**

Students are expected to conform to professional standards of behavior. Some examples of reasons for behavioral probation are minor infractions in the following areas:

1. Lying, stealing, or breach of confidentiality when dealing with a patient/client or related health-record data.
2. Behavioral or emotional problems that are incompatible with competent and/or ethical performance as a graduate student.
3. Failure to abide by the code of ethics governing the discipline.
4. Impeding the learning of other students in the program through disruptive behavior, lack of cooperation, or other actions or lapses.
5. Unprofessional behavior while in clinical/practicum/internship settings.

The student and the faculty of the department will create a set of expectations to address the problems (i.e. a contract), and a specified period of time will be set in which to correct them. Failure to conform to the terms of the probationary contract will result in dismissal from the program.

**Dismissal**

Students will be subject to dismissal for severe and/or repeated academic or behavioral issues whereby expected academic or behavioral standards are not met.

Examples include:

**Academic Dismissal**

1. Failure to maintain an overall 3.0 GPA.
2. Incursion of a second probationary status for either academic or behavioral cause.
3. Repeated or serious plagiarism or other infractions of academic dishonesty.
4. Failure to meet stipulations of an academic probationary contract.
5. Failure to meet the conditions of a provisional/probationary admittance contract.

**Behavioral Dismissal**

1. Failure to meet expectations outlined in a probationary contract designed to correct any behavioral infractions.
2. Commission of acts of a gross or irreparable unethical nature.
3. Incursion of a second probationary status for either academic or behavioral cause.

Dismissal Procedure
In cases of continued violations during the probationary period, unsatisfactory progress during the probationary period, or in cases of single but severe violations, the department may proceed with dismissal according to specific procedures outlined in their department policies and procedures handbook.

Academic Appeal Procedure

Grounds for Appeal
The academic appeal procedure is a process designed to address an academic situation the student perceives as unfair or unjust. It is not a process to be used when there is dissatisfaction with a grade or to obtain a grade change. The official Academic Appeal procedure for graduate and undergraduate students is located at: [http://resources.css.edu/administration/VPAA/AcademicAppealProcedure.pdf](http://resources.css.edu/administration/VPAA/AcademicAppealProcedure.pdf)

Catalog Authority
The St. Scholastica catalog in effect at the time a student first enrolls is the matriculation plan for the student while attending St. Scholastica; the student should refer to the appropriate catalog when needed. Should the student re-enroll after an absence of two years, the new catalog is in effect.
Master of Arts in Management

The School of Business & Technology graduate management programs are dedicated to developing leaders who demonstrate the highest levels of ethical decision-making, social responsibility, global awareness, and professional excellence. These values-as reflected in the Benedictine heritage-include:

• Respect by valuing the dignity and worth of all people and utilize all resources responsibly;
• Fairness in treating all justly and equitably;
• Courage by acting in accordance with one’s beliefs;
• Love of Learning through investigating and integrating the broad spectrum of human experience to the enrichment of life;
• Innovation to create and implement new ideas; and,
• Community through shared responsibility and developing a sense of unity while valuing the uniqueness of the individual.

The graduate management programs are designed to produce the following general outcomes in graduates: 1) communicate effectively and professionally in business situations through writing, speaking, listening, and electronic media; 2) appreciate globalization and its impacts on people, businesses, and the economy; 3) conceptualize organizational dynamics including structure, functions, and systems; 4) integrate personal values with professional ethical standards and their application to real world issues; and, 5) identify, analyze, and solve strategic business problems by reflecting, creating, innovating, and acting.

The Master of Arts in Management program focuses on the behavioral elements of management and treats them as part of a practice that can be mastered, much like medicine or law. Its graduates are skilled at identifying and analyzing organizational problems, developing innovative solutions, and making correct, ethical decisions at the most critical times.

Detailed Program Description

Format
The 40-semester-credits program is offered in an evening format that allows professionals to maintain their current work schedules while enhancing their knowledge and skills. The MAM program can be completed in 16 to 24 months, depending on whether a student takes one or two courses per eight-week term.

Program Outcomes
Upon completion of the MAM program, students will be able to:

a) Understand the characteristics of effective and ineffective group dynamics;
b) Apply the theory and research of organizational behavior and leadership to management practice;
c) Describe the complexity of leading successful change initiatives; and,
d) Enlist and utilize the human resources of an organization to achieve the organization's strategic purposes.

Admission Requirements for the Master of Arts in Management (MAM)
The Master of Arts in Management program considers applicants who:

1. Submit a completed Graduate Admission Application form;
2. Have an earned baccalaureate degree from an accredited college or university;
3. Submit all official transcripts of baccalaureate and graduate coursework that is relevant to consideration for admission to this program;
4. Have an earned minimum undergraduate cumulative GPA of 2.8;
5. Submit a Graduate Management Programs Written Essay per the instructions that are shown below; and,
6. Submit two Graduate Recommendation forms.

PLEASE NOTE:

• Incoming students are expected to have a working knowledge of macro and microeconomics or complete an online, self-study module (MGT 6110 Fundamentals of Economics) prior to taking MGT 6307 Economics for Decision-Making. This requirement can be waived if transcripts show that the student has studied these topics at the undergraduate level and obtained a grade of B or better within the past 7 years.

International applicants will need to complete additional admission requirements.

Note: Meeting minimal entrance requirements does not necessarily guarantee admission.

Topical Essay
Please prepare a 600-word (minimum) essay, typed and double spaced, using 12-point Times New Roman font and one-inch margins. Applicant
may choose a topic of interest (e.g., organizational behavior, communications, finance, management, or economics) but it should be relevant to the MA in Management or MBA program to which s/he is applying. The essay should represent your highest level of academic writing and demonstrate an ability to participate in a rigorous, fast-paced academic program.

NOTE FOR DUAL DEGREE PROGRAM APPLICANTS: Those applicants who are applying for the dual degree option should include an additional passage of about 250 words that addresses a topic of interest that is relevant to the second degree.

Degree Requirements
A total of 40 semester credits are required for graduation. Credit toward the degree will be given for courses with a grade of "C" or better; students are required to maintain a minimum cumulative grade point average of 3.0. A maximum of six graduate semester credits may be transferred from another accredited college or university if approved by The College of St. Scholastica. The MAM program must be completed within seven years, and students must make sufficient academic progress toward the degree during their enrollment. Credits more than seven years old as of the date of graduation will not count toward the degree. Evidence of regular progress in the program generally means registration in at least one course each semester during the academic year. Students will be allowed to register for courses only when they have met course prerequisites and have demonstrated sufficient academic progress toward the degree.

Every student must complete one of the following final program options: 1) faculty-directed conceptual or applied project; 2) Capstone Abroad Seminar; or 3) academic research thesis.

Curriculum
A student must complete a required common and program-specific core curriculum (27 credits), a final capstone project, and sufficient elective courses to meet the program’s 40 credit hour graduation requirement. A maximum of six graduate semester credits may be transferred from another accredited college or university if approved by The College of St. Scholastica. Transfer credits may only be used to satisfy elective course requirements.

Summary of Curriculum
Common Core Curriculum (21 credits):
MGT 6307: Economics for Decision-making (Managerial Economics) 3 cr.
MGT 6412: Management Writing & Resources 3 cr.
MGT 6413: Management Communication & Cultural Competence 3 cr.
MGT 6420: Organizational Behavior 3 cr.
MGT 6450: Marketing: Consumer Behavior 3 cr.
MGT 6455: Strategic Leadership for Change 3 cr.
MGT 6431: Research Methods (Statistics) 3 cr.

Program Core Curriculum for MAM program (6 credits)
MGT 6201: Seminar in Process Consultation 3 cr.
MGT 6445: Human Resources Management 3 cr.

Elective Concentration Curriculum (3 courses for a total of 9 credits)

Change Leadership Concentration
MGT 6205: Team Development 3 cr.
MGT 6208: Seminar in Organization Development 3 cr.
MGT 6207: Crisis Management 3 cr.
MGT 6210: Cape Cod Seminar 3 cr.
MGT 6209: Managing Diversity 3 cr.
MGT 6430: Organization Development 3 cr.

Healthcare Leadership Concentration
MGT 6351: Healthcare Administration 3 cr.
MGT 6352: Healthcare Performance Improvement 3 cr.
MGT 6355: Healthcare Finance 3 cr.
MGT 6506: Assessing Healthcare Quality 3 cr.
MGT 6532: Monitoring & Evaluating Health Programs 3 cr.
MGT 6545: Corporate Compliance in the Healthcare Industry 3 cr.

Public Administration Concentration
MGT 6112: Proposal Writing 3 cr.
MGT 6203: Labor Relations 3 cr.
MGT 6206: Compensation 3 cr.
MGT 6207: Crisis Management 3 cr.
MGT 6209: Managing Diversity 3 cr.
MGT 6430: Organization Development 3 cr.
IT Leadership Concentration
MGT 6105: IT Strategy and Governance 3 cr.
MGT 6211: IT Project Management 3 cr.
MGT 6308: Managing Technical Teams 3 cr.
MGT 6317: Knowledge Management 3 cr.
MGT 6318: Enterprise Systems 3 cr.

Capstone Program Options (one option completed; 4-6 credits)
MGT 6800: Faculty-directed Conceptual or Applied Project 4 cr. -or-
MGT 6490: Capstone Abroad Seminar 4 cr. -or-
MGT 6810: Academic Research Thesis 6 cr.

Professional Development & Mentoring Programs
The graduate management programs provide coaching and mentoring programs to assist and support students in developing individual leadership skills to attain higher levels of achievement in their professional careers. An optional one-credit Professional Development Seminar (MGT 6700) can be taken in the first year of the program. Completing this course is a prerequisite for participating in the mentoring program that provides up to 15 hours of one-on-one interaction with business executives and similar volunteers who have demonstrated their leadership in our community.

Master of Business Administration

The Department is dedicated to developing leaders who embody the values of the School of Business and Technology and demonstrate consistently the highest levels of ethical decision-making, social responsibility, global awareness, and professional excellence. These values-as reflected in the Benedictine heritage-include:

- Respect by valuing the dignity and worth of all people and utilize all resources responsibly;
- Fairness in treating all justly and equitably;
- Courage by acting in accordance with one's beliefs;
- Love of Learning through investigating and integrating the broad spectrum of human experience to the enrichment of life;
- Innovation to create and implement new ideas; and,
- Community through shared responsibility and developing a sense of unity while valuing the uniqueness of the individual.

The graduate management programs are designed to produce the following general outcomes in graduates: 1) communicate effectively and professionally in business situations through writing, speaking, listening, and electronic media; 2) appreciate globalization and its impacts on people, businesses, and the economy; 3) conceptualize organizational dynamics including structure, functions, and systems; 4) integrate personal values with professional ethical standards and their application to real-world issues; and, 5) identify, analyze, and solve strategic business problems by reflecting, creating, innovating, and acting.

The Master of Business Administration (MBA) program is designed for students who want a broad knowledge base in all areas of business, strong technical skills, professional and personal effectiveness, and capabilities in leadership and change management. Understanding of organizations in a global environment is fundamental to the program. Ethics, social responsibility, personal awareness, and cultural acumen in a global setting are integrated throughout the curriculum.

Detailed Program Description

Format
The 40-semester-credits program is offered in an evening format that allows professionals to maintain their current work schedules while enhancing their knowledge and skills. The MBA program can be completed in 16 to 24 months, depending on whether a student takes one or two courses per eight-week term.

Program Outcomes
Upon completion of the MBA program, students will be able to:
- a) Utilize analytics and technology to formulate and implement strategy;
- b) Apply knowledge of organizational management to accomplish business and organizational goals;
- c) Demonstrate change leadership skills that contribute to the profitability, strategic health, and vitality of a commercial enterprise; and,
- d) Utilize analytic management skills to create value for stakeholders.

Admission Requirements for the Master of Business Administration (MBA)
The Master of Business Administration program considers applicants who:

1. Submit a completed Graduate Admission Application form;
2. Have an earned baccalaureate degree from an accredited college or university;
3. Submit all official transcripts of baccalaureate and graduate coursework that is relevant to consideration for admission to this program;
4. Have an earned minimum undergraduate cumulative GPA of 2.8;
5. Submit a Graduate Management Programs Written Essay per the instructions that are shown below; and,
6. Submit two Graduate Recommendation forms.

PLEASE NOTE:
• Incoming students are expected to have a working knowledge of macro and microeconomics or complete an online, self-study module (MGT 6110 Fundamentals of Economics) prior to taking MGT 6307 Economics for Decision-making. This requirement can be waived if transcripts show that the student has studied these topics at the undergraduate level and obtained a grade of B or better within the past 7 years.

• Students applying for the MBA Program are expected to have a working knowledge of financial accounting or complete an online, self-study module (MGT 6111 Financial Accounting) prior to taking MGT 6440 Financial Management. This requirement can be waived if transcripts show that the student has studied this topic at the undergraduate level and obtained a grade of B or better within the past 7 years.

• Students admitted to either graduate management programs may elect the DUAL DEGREE option within the first 12 credits of coursework. Thereafter, this option may only be added with the permission of the graduate program director.

International applicants will need to complete additional admission requirements.

Note: Meeting minimal entrance requirements does not necessarily guarantee admission.

Topical Essay
Please prepare a 600-word (minimum) essay, typed and double spaced, using 12-point Times New Roman font and one-inch margins. Applicant may choose a topic of interest (e.g., organizational behavior, communications, finance, management, or economics) but it should be relevant to the MA in Management or MBA program to which s/he is applying. The essay should represent your highest level of academic writing and demonstrate an ability to participate in a rigorous, fast-paced academic program.

NOTE FOR DUAL DEGREE PROGRAM APPLICANTS: Those applicants who are applying for the dual degree option should include an additional passage of about 250 words that addresses a topic of interest that is relevant to the second degree.

Degree Requirements
A total of 40 semester credits are required for graduation. Credit toward the degree will be given for courses with a grade of “C” or better; students are required to maintain a minimum cumulative grade point average of 3.0. A maximum of six graduate semester credits may be transferred from another accredited college or university if approved by The College of St. Scholastica. The MBA program must be completed within seven years, and students must make sufficient academic progress toward the degree during their enrollment. Credits more than seven years old as of the date of graduation will not count toward the degree. Evidence of regular progress in the program generally means registration in at least one course each semester during the academic year. Students will be allowed to register for courses only when they have met course prerequisites and have demonstrated sufficient academic progress toward the degree.

Every student must complete one of the following final program options: 1) faculty-directed conceptual or applied project; 2) Capstone Abroad Seminar; or 3) academic research thesis.

Curriculum
A student must complete a required common and program-specific core curriculum (27 credits), a final capstone project, and sufficient elective courses to meet the program’s 40 credit hour graduation requirement. A maximum of six graduate semester credits may be transferred from another accredited college or university if approved by The College of St. Scholastica. Transfer credits may only be used to satisfy elective course requirements.

Summary of Curriculum
Common Core Curriculum (21 credits):
MGT 6412: Management Writing & Resources 3 cr.
MGT 6413: Management Communication & Cultural Competence 3 cr.
MGT 6420: Organizational Behavior 3 cr.
MGT 6307: Economics for Decision-making (Managerial Economics) 3 cr.
MGT 6450: Marketing: Consumer Behavior 3 cr.
MGT 6455: Strategic Leadership for Change 3 cr.
MGT 6431: Research Methods (Statistics) 3 cr.

Program Core Curriculum for MBA program (6 credits)
MGT 6530: Managerial Applications of Technology 3 cr.
MGT 6440: Financial Management 3 cr.

Elective Concentration Curriculum (3 courses for a total of 9 credits)

Business Leadership Concentration
MGT 6301: Global Operations Management 3 cr.
MGT 6520: Business Law 3 cr.
MGT 6465: Global Leadership and Ethics 3 cr.
MGT 6203: Labor Relations 3 cr.
MGT 6207: Crisis Management 3 cr.
MGT 6209 Managing Diversity 3 cr.

Finance Concentration
MGT 6460: Managerial Accounting 3 cr.
MGT 6510: Corporate Finance 3 cr.
MGT 6525: Investments 3 cr.
MGT 6206 Compensation 3 cr.

Marketing Concentration
MGT 6535: Marketing Research 3 cr.
MGT 6113: Strategic Marketing 3 cr.
MGT 6515: Internet Marketing 3 cr.

IT Leadership Concentration
MGT 6105: IT Strategy and Governance 3 cr.
MGT 6308: Managing Technical Teams 3 cr.
MGT 6318: Enterprise Systems 3 cr.
MGT 6211: IT Project Management 3 cr.
MGT 6317: Knowledge Management 3 cr.

Healthcare Leadership Concentration (choose 3)
MGT 6506: Assessing Healthcare Quality 3 cr.
MGT 6532: Monitoring & Evaluating Health Programs 3 cr.
MGT 6545: Corporate Compliance in the Healthcare Industry 3 cr.
MGT 6351: Healthcare Administration 3 cr.
MGT 6355: Healthcare Finance 3 cr.
MGT 6352: Healthcare Performance Improvement 3 cr.

Capstone Program Options (one option completed; 4-6 credits)
MGT 6800: Faculty-directed Conceptual or Applied Project 4 cr. -or-
MGT 6490: Capstone Abroad Seminar 4 cr. -or-
MGT 6810: Academic Research Thesis 6 cr.

Professional Development & Mentoring Programs
The graduate management programs provide coaching and mentoring programs to assist and support students in developing individual leadership skills to attain higher levels of achievement in their professional careers. An optional one-credit Professional Development Seminar (MGT 6700) can be taken in the first year of the program. Completing this course is a prerequisite for participating in the mentoring program that provides up to 15 hours of one-on-one interaction with business executives and similar volunteers who have demonstrated their leadership in our community.

Rural Healthcare MBA

The School of Business & Technology graduate management programs are dedicated to developing leaders who demonstrate the highest levels of ethical decision-making, social responsibility, global awareness, and professional excellence. These values—as reflected in the Benedictine heritage—include:

- Respect by valuing the dignity and worth of all people and utilize all resources responsibly;
- Fairness in treating all justly and equitably;
- Courage by acting in accordance with one's beliefs;
- Love of Learning through investigating and integrating the broad spectrum of human experience to the enrichment of life;
- Innovation to create and implement new ideas; and,
- Community through shared responsibility and developing a sense of unity while valuing the uniqueness of the individual.

The graduate management programs are designed to produce the following general outcomes in graduates: 1) communicate effectively and professionally in business situations through writing, speaking, listening, and electronic media; 2) appreciate globalization and its impacts on people, businesses, and the economy; 3) conceptualize organizational dynamics including structure, functions, and systems; 4) integrate personal values with professional ethical standards and their application to real world issues; and, 5) identify, analyze, and solve strategic business problems by reflecting, creating, innovating, and acting.

The Rural Healthcare Master of Business Administration (MBA) program is designed for students who want a broad knowledge base in all areas of rural healthcare management and organizational behavior; strong technical and analytical business skills; to become an effective leader and exhibit proficiency in finance, marketing, human resources, information technology, change management, and other key areas which impact healthcare facilities, staff and patients; to enhance their professional and personal effectiveness; and, to possess a keen understanding of the cultural and ethical aspects of the business environment.
Detailed Program Description

Format

The 40-semester-credit program is offered in an online format that allows professionals to maintain their current work schedules while enhancing their knowledge and skills. The Rural Healthcare MBA can be completed in 27 months by completing one course per eight-week term.

Program Outcomes

Upon completion of the Rural Healthcare MBA program, students will be able to:

a. Utilize analytics and technology to formulate and implement strategy;
b. Apply knowledge of organizational management to accomplish business and organizational goals;
c. Demonstrate change leadership skills that contribute to the profitability, strategic health and vitality of a commercial enterprise; and,
d. Utilize analytic management skills to create value for stakeholders.

Admission Requirements for the Rural Healthcare MBA program

The Rural Healthcare MBA program considers applicants who:

1. Submit a completed Graduate Admission Application form;
2. Have an earned baccalaureate degree from an accredited college or university;
3. Submit all official transcripts of baccalaureate and graduate coursework that is relevant to consideration for admission to this program;
4. Have an earned minimum undergraduate cumulative GPA of 2.8;
5. Submit a Graduate Management Programs Written Essay per the instructions that are shown below; and,
6. Submit two Graduate Recommendation forms.

PLEASE NOTE:

- Applicants are expected to be ready for MBA-level work by having strong writing and quantitative thinking skills;
- Completed coursework in macroeconomics and microeconomics at the undergraduate level with a grade of B or better within seven years per Graduate Council policy;

International applicants will need to complete additional admission requirements.

Note: Meeting minimal entrance requirements does not necessarily guarantee admission.

Topical Essay

Please prepare a 600-word (minimum) essay, typed and double spaced, using 12-point Times New Roman font and one-inch margins. Essays should address the following questions:

- What experiences have led you to consider an online Rural Healthcare MBA program?
- What are your career goals and how will this program assist you toward these goals?
- What personal qualities and skills have you development that will help you to be successful in an online learning environment?

The essay should represent your highest level of academic writing and demonstrate an ability to participate in a rigorous, fast-paced academic program.

Degree Requirements

A total of 40 semester credits are required for graduation. Credit toward the degree will be given for courses with a grade of “C” or better; students are required to maintain a minimum cumulative grade point average of 3.0. A maximum of six graduate semester credits may be transferred from another accredited college or university if approved by The College of St. Scholastica. The Rural Healthcare MBA program must be completed within seven years, and students must make sufficient academic progress toward the degree during their enrollment. Credits more than seven years old as of the date of graduation will not count toward the degree. Evidence of regular progress in the program generally means registration in at least one course each semester during the academic year. Students will be allowed to register for courses only when they have met course prerequisites and have demonstrated sufficient academic progress toward the degree.

Every student must complete faculty-directed conceptual or applied project.

Curriculum

A student must complete a required program-specific curriculum (36 credits) and a final capstone project to meet the program's 40 credit hour graduation requirement. A maximum of six graduate semester credits may be transferred from another accredited college or university if approved by The College of St. Scholastica.

Summary of Curriculum

MGT 6420: Organizational Behavior 3 cr.
MGT 6412: Management Writing & Resources 3 cr.
MGT 6450: Marketing: Consumer Behavior 3 cr.
MGT 6431: Research Methods 3 cr.
MGT 6307: Economics for Decision-making 3 cr.
MGT 6430: Organization Development 3 cr.
MGT 6445: Human Resources Management 3 cr.
MGT 6351: Healthcare Administration 3 cr.
MGT 6355: Healthcare Finance 3 cr.
MGT 6352: Performance Improvement in Healthcare Organizations 3 cr.
MGT 6532: Monitoring and Evaluating Health Programs
MGT 6455: Strategic Leadership for Change 3 cr.
MGT 6800: Faculty-directed Conceptual or Applied Project 4 cr.

School of Business and Technology Graduate Certificates

The School of Business & Technology graduate management programs offer a range of certificate options based on courses drawn from our master-level degree programs: Master of Arts in Management, Master in Business Administration, and Master of Science in Project Management.

Each certificate requires students to complete four (4) graduate courses and obtain a grade of 'B' or better. Please note that courses are scheduled according to the needs of the degree programs. Certificate students should be prepared for gaps in the scheduling for coursework to complete certificate requirements. Should a student elect to apply for a degree program, courses completed for the certificate can be applied-where appropriate-to satisfying graduation requirements.

To be eligible for a certificate program, the applicant needs to submit a completed graduate program application and have obtained a bachelor degree from a regionally accredited institution. The program reserves the right to accept or reject certificate applications for any reason.

Required and optional courses for each certificate are outlined below.

Business Administration Certificates

Finance Certificate:
Students must complete MGT 6440 Financial Management, MGT 6460 Managerial Accounting, MGT 6510 Corporate Finance, and MGT 6525 Investments.

Healthcare Administration Certificate:
Students must complete MGT 6351 Health Care Administration, MGT 6352 Performance Improvement in Health Care Organizations, MGT 6355 Health Care Finance, and one course from the following options: MGT 6455 Strategic Management or MGT 6207 Crisis Management.

Marketing Certificate:
Students must complete MGT 6450 Marketing: Consumer Behavior, MGT 6535 Marketing Research, and MGT 6113 Strategic Marketing.

Management Certificates

Change Leadership Certificate:
Students must complete MGT 6420 Organizational Behavior, MGT 6455 Strategic Leadership for Change, and MGT 6430 Organization Development, and one course from the following options: MGT 6201 Seminar in Process Consultation, MGT 6205 Team Development, MGT 6207 Crisis Management, or MGT 6209 Managing Diversity.

Project Management Certificates

Certificate in Project Management:
Students must complete CIS 6101 Leadership Communications, PRM 6110 Project Management Essentials I, PRM 6115 Project Management Essentials II, and PRM 6119 Strategic Decision Making.

Certificate in Advanced Project Management:
Students must complete CIS 6101 Leadership Communications, PRM 6225 Procurement and Budget Management, PRM 6234 Project Risk and Quality Management, and PRM 5242 Emerging Topics in Project Management.

Courses

MGT 6105 - IT Strategy & Governance - 3 cr.
Discussion of best practices in information technology (IT) with focus on how IT is used strategically in different organizations. The current trends in IT are studied and how IT infrastructure is changing in light of these trends. Case studies of specific organizations will be analyzed. (IT Leadership Concentration)

Crosslist Course: CIS 6105

MGT 6110 - Fundamentals of Economics - 0 cr.
Provides an overview of the fundamental principles of micro- and macroeconomics. This online study module provides a novel, interactive approach to learning, one that communicates critical economic concepts in a refreshing self-paced course.

**MGT 6111 - Financial ACC: MGT Perspective - 0 cr.**
Provides a managerial overview of financial accounting and introduction to prevailing industry standards of financial analysis. This online study module provides a novel, interactive approach to learning, one that communicates critical business concepts in a refreshing self-paced course.

**MGT 6112 - Proposal Writing - 3 cr.**
Develop the ability to produce effective funding proposals in support of projects and activities primarily in the not-for-profit and public sectors. These skills, however, can also be used effectively for securing investment in commercial endeavors. Although emphasis is on the non-profit sector, several skill sets, such as planning and basic program evaluation, can be applied to either for-profit or non-profit situations. (This course can be used for the MAM Public Administration elective concentration).

**Prerequisite Courses:** MGT 6412, MGT 6420

**MGT 6113 - Strategic Marketing - 3 cr.**
Investigates the complexity of the art and discipline of strategic marketing. Clearly defines strategic marketing—as distinct from tactical marketing—so that students will be equipped to draw on these concepts in applying strategic marketing to real-world, commercial contexts. Students emerge from the course with skills in strategic marketing that offer a competitive advantage in addressing the multifaceted, interrelated marketing challenges with which virtually every organization is faced.

**MGT 6201 - Seminar Process Consultation - 3 cr.**
Designed as a graduate seminar in process consultation, building on the content of previous Organizational Behavior and Organization Development courses. The emphasis is on the dynamics of the helping relationship and facilitative role of the change agent in organization change. The course examines theory, reflective learning and process observation, and applied examples through discussion, guest speakers, and case application. (Program Core Curriculum)

**MGT 6202 - Leadership - 3 cr.**
Includes a review of major theories of leadership, both classical and contemporary. Students have an opportunity to assess their own styles of leadership.

**MGT 6203 - Labor Relations - 3 cr.**
Prepares students to function in a modern collective bargaining environment. Course investigates the historic context in which contemporary labor relations issues arose and explores why those issues are relevant today. Course emphasizes both labor relations theory and practice. (Public Administration Concentration)

**MGT 6205 - Team Development - 3 cr.**
Introduces students to the theories and practices of team building, development, and maintenance. Emphasis is on identifying interpersonal and team processes, facilitating problem solving, and team effectiveness. Students identify stages of team development, deal with conflict and other team-related issues in the workplace. (Change Leadership or Public Administration Concentration)

**MGT 6206 - Compensation - 3 cr.**
Provides students with an understanding of the role of compensation and staffing administration in organizations. The course utilizes the total compensation model as a methodology to support strategic planning objectives, the management and implementation of change, and other organizational development processes. (Public Administration Concentration)

**MGT 6207 - Crisis Management - 3 cr.**
Provides an introduction to crisis management in organizations. It examines the types of crises encountered, potential impact on the organization and its stakeholders, and strategies for prevention management and recovery. Current events and cases will be presented to explore the ethical, legal, and human implications of these crises. (Change Leadership Concentration)

**MGT 6208 - Seminar in Organization Development - 3 cr.**
Prepares students to construct new knowledge by integrating theories drawn from the discipline of organization development (or planned change). The focus will be on organizational culture and how to manage change and renewal for individuals and institutions. Students will both learn and
contribute to the learning of others. The course will be conducted in a seminar format, and each student will be expected to become conversant with a significant academic work (usually a book) by an OD theorist(s) and then share that mastery with classmates. (Change Leadership Concentration)

Prerequisite Courses: MGT 6420, MGT 6430

MGT 6209 - Managing Diversity - 3 cr.
Introduces students to the many challenges and opportunities differences can create in managing diversity in the workplace. Explores the dynamics of race, ethnicity, culture, nationality, age, class, sexual orientation, physical ability, and other differences that exist in organizations. An examination and analysis of human resources issues such as discrimination, affirmative action, culture differences, and multiculturalism is covered. Students learn human resource development strategies tied to effective implementation of organizational diversity plans. This course challenges students from a personal and professional perspective to think creatively about diversity and diversity planning in order to nurture respectful workplaces and improve performance within organizations. (Public Administration Concentration)

MGT 6210 - E. Schein Sem: Cape Cod Instit - 3 cr.
Among other topics this course explores the philosophy of process consultation as described by its founder Edgar Schein. It is built around a week-long seminar with Schein at the Cape Cod Institute; his scholarly work and clinical practice are cornerstones of the discipline of organization development (OD). Students will integrate course lessons with their current understanding of OD theory and will practice lessons during the Institute and in classroom meetings conducted by the CSS instructor. (Change Leadership Concentration)

MGT 6211 - IT Project Management - 3 cr.
A discussion of the project management process through the framework prescribed by a project management certifying body. Provides an IT perspective of planning, estimating, leading, and monitoring projects. Students will not only use project management software, but will also explore communication and personnel issues related to project management. (IT Leadership Concentration)

Crosslist Course: CIS 6208

MGT 6301 - Global Operations Management - 3 cr.
This course covers the tools, techniques and methodologies used by managers to plan for, design, implement and control systems that create/produce services and/or goods in an organization. The decisions for which operations managers are held accountable, methods used to make those decisions, and the factors affecting productivity, effectiveness and efficiency in an organization are covered. Topics include strategic considerations in operations management, operations decision-making, quality management, forecasting, JIT inventory management, the impact of culture on the management of operations, and facility location for an international network. (Business Leadership Concentration)

MGT 6307 - Economics for Decision Making - 3 cr.
This course focuses on economic decision making in business, where the application of economic theory guides an organization in achieving its aims or strategic objectives. Economics tools and applications are used to make decisions, assess outcomes and adjust strategy in a global context. The importance of information, competing with a market structure, pricing strategies for firms with varying market power and the nature of industries are covered. A global competitive analysis of a firm in a global market is conducted. A previous course that covers macro- and microeconomic theories is a prerequisite before taking this class. (Common Core Curriculum)

MGT 6317 - Knowledge Management - 3 cr.
A study in the processes, techniques, and technologies used to gather, manage, and distribute knowledge throughout the organization. A focus is placed on the operational and strategic use of information and how the value of this information can be quantified. (IT Leadership Concentration)

Crosslist Course: CIS 6317

MGT 6318 - Enterprise Systems - 3 cr.
Exploration of different large integrated systems used across various industries. These packaged solutions include Enterprise Resource Planning (ERP), Customer Relationship Management (CRM), and Health Information Technology (HIT) systems. Includes discussion of selection and implementation issues, integration challenges, training plans. (IT Leadership Concentration)

Crosslist Course: CIS 6318

MGT 6351 - Health Care Administration - 3 cr.
Provides an orientation to the current healthcare business environment and service delivery systems. The course presents students with a broad based perspective of key environmental factors influencing current and future trends in healthcare. This approach helps students develop a context for synthesis, discussion and analysis of contemporary issues and trends. (Healthcare Leadership Concentration)
MGT 6352 - Performance Improve Hlth Care - 3 cr.
Examines the concept of performance management and its application to the health care industry. With health care under extreme pressure from both purchasers and regulatory agencies to improve its performance, many experts predict that only the well-managed health care organizations will survive. (Healthcare Leadership Concentration)

MGT 6355 - Health Care Finance - 3 cr.
The course will cover finance issues related to healthcare organizations. Topics include: reimbursement analysis, understanding the nature of costs, profitability analysis and preparation of budgets. The class will learn how to analyze financial statements. (Healthcare Leadership Concentration)

MGT 6412 - Management Writing & Resources - 3 cr.
Provides students an opportunity to develop and practice their writing skills for graduate coursework. Differences between academic and business writing are examined in terms of audience, purpose, format, and demands. Course includes examples of good academic writing and previews the final project and final project proposal for the MA in Management. (Common Core Curriculum)

MGT 6413 - MGT Com & Cultural Competence - 3 cr.
Prepares students to develop and direct employees using culturally sensitive interpersonal communication. The course incorporates theory with practice and helps students develop the awareness and skills necessary to manage effectively across cultures in both the domestic and global workplace. (Common Core Curriculum)

MGT 6420 - Organizational Behavior - 3 cr.
Explores the behavior of people within organizations in terms of the factors that most influence it. Those include factors related to individuals, groups, and the larger organization system. The course utilizes an experiential learning process that helps students understand their strengths and weaknesses as learners. This course is required for students who join the MA in Management and MBA programs. (Common Core Curriculum)

MGT 6430 - Organization Development - 3 cr.
Explores how organizations learn to better utilize their internal resources for the purpose of improving their services and/or products. Also known as "Planned Change," Organization Development exposes students to a variety of theoretical models explaining how and why organizations change, and provides opportunities for students to develop and practice the skills necessary for change management. (Change Leadership or Public Administration Concentration)

MGT 6431 - Research Methods - 3 cr.
Studies the basic principles of descriptive and inferential statistics, focusing on their application in conducting business research and understanding the research of others. Topics will include: Probability, frequency distributions and graphs, measures of central tendency, measures of variance, correlations, linear and multiple regression, and hypothesis testing (t-test, analysis of variance, and chi square). Foundation course. (Common Core Curriculum)

MGT 6440 - Financial Management - 3 cr.
Covers a wide variety of financial topics that are required tools for managers and officers of both large and small organizations. Covers the topics of value tracking and capital budgeting as well as financial decision-making within dynamic organizations. A previous course in accounting is a prerequisite before taking this class. (Program Core Curriculum)

MGT 6445 - Human Resource Management - 3 cr.
Explores how decisions about human resources (HR) contribute to an organization's overall effectiveness. Integrates HR activities with the organization's strategic planning objectives. Students study both traditional and contemporary HR issues from a practitioner's perspective. (Program Core Curriculum)

MGT 6450 - Marketing: Consumer Behavior - 3 cr.
Provides an overview of marketing principles and practices with emphasis on applications for new managers. The course will emphasize marketing from a strategic perspective, with subsequent focus on key concepts such as consumer behavior and marketing mix. Although the focus will be on participant's application in their own organizations, consideration will also be given to international applications. (Common Core Curriculum)

MGT 6455 - Strategic Leadership for Chang - 3 cr.
Explores the complex connections among strategy, leadership, and change management. Set in a global environment characterized by rapid technological change, it emphasizes the importance of a leader's capacity to anticipate, envision, and work collaboratively toward a viable organizational future. The course serves as a core curriculum capstone for the MAM and MBA programs and requires students to synthesize and integrate lessons learned in their previous courses. (Common Core Curriculum)

**MGT 6460 - Managerial Accounting - 3 cr.**
This course focuses on cost accounting. It enables students to analyze and interpret historical and estimated data used by management to conduct daily operations, plan future operations and develop overall company strategies. Students become familiar with standard cost accounting methods and systems. They also analyze the ethical issues that arise from cost accounting. (Finance Concentration)

**MGT 6465 - Global Leadership and Ethics - 3 cr.**
Provides practical frameworks to understand and analyze differences in ethical and leadership issues as they arise in domestic and global business settings. The tools and their application by organizations and individuals to effectively make decisions, solve problems, management change and adjust strategy are covered. Topics include cultural comparisons of ethics, social responsibility and leadership, the crucial and distinctive functions of management versus leadership in ethics in an international setting, and the role of leadership in balancing firm profitability with social and individual responsibility in the context of different cultures. (Business Leadership Concentration)

**MGT 6490 - Capstone Seminar - 0-4 cr.**
Serves as a final demonstration of a student's capacity to apply theoretical lessons from the MBA program to organizational issues or problems. An international field project will be embedded in this course to give students an opportunity to assess organizational issues or problems in a cross-cultural and global context. Students write a significant paper that includes a review of literature, an analysis of the issue or problem, and prescriptions or conclusions that emerge from the analysis in the context of the international experience. (Capstone Option)

**MGT 6506 - Assessing Healthcare Quality - 3 cr.**
Assess outcomes research activities, exert leadership in implementing clinical outcomes measurement projects/programs within healthcare organizations and systems. The course focuses on the role patient-centered outcomes information plays in assuring that healthcare systems are able to establish cost-effective clinical practices that do improve the health, functional status and well-being of healthcare consumers, and accreditation and legislative initiatives impacting healthcare outcomes activities. Prerequisites: Admission to a HIM graduate program or permission of department.

**Crosslist Course:** HIM 6506

**MGT 6510 - Corporate Finance - 3 cr.**
Examines the principles of corporate finance and the tools and practices used in financial decision making. Investigates the treasury function of an organization and the decisions made by the treasurer. Topics include long-term financing, capital budgeting decisions, beta, debt-equity options, dividend policy and IPO's.

**MGT 6515 - Internet Marketing - 3 cr.**
Features a high level of student analysis of the design and usability of websites, maintaining a personal blog, and examining best practices for such tools as search engine optimization, social media, and web analytics. Students will possess a much greater proficiency in developing and managing strategic marketing initiatives that involve the Internet to achieve superior marketing results.

**Prerequisite Course:** MGT 6450

**MGT 6520 - Business Law - 3 cr.**
Focuses on how legal and regulatory systems affect firms, business strategy, and the decision making process of organizational members. Topics include agency, contracts, commercial transactions, employment law, intellectual property, real property and business organization and finance. The differences between domestic and international legal systems and impact on business operations and ethical perceptions are addressed. (Business Leadership Concentration)

**MGT 6525 - Investments - 3 cr.**
Builds on the basic concepts and finance theory studied in Managerial Finance. It delves further into equity valuation, bond valuation, and portfolio theory. This course will expand the student’s qualitative understanding of the markets and analysis required to properly assess risk and return, and will also further develop the student’s quantitative techniques for analyzing and optimizing investment portfolios.
MGT 6529 - Leadership in Change - 3 cr.
Develop a systems-based way of thinking about leadership and how people function in the workplace while also learning to self-assess leadership thinking and behavior, establish goals for a higher level of leadership functioning, and integrate System-Based Leadership and Change Management™ with models of change management and transition. You’ll also learn to identify patterns of behavior that sabotage change in your system and internalize behavior for leading change in your organization.

Crosslist Course: HIM 6529

MGT 6530 - Managerial Applications of Tec - 3 cr.
Provides an overview of the technological responsibilities of a manager in the area of finding strategic solutions, business process solutions, project management solutions and technology solutions to daily business problems. The use of technology in decision making, strategy and attainment of competitive advantage is discussed. Other topics include aligning technology with organizational goals, metrics and accountability development, vendor selection, needs assessment, project planning and facilitating and technology enhanced/enabled communications. (Program Core Curriculum)

MGT 6532 - Monitoring and Evaluating Health Programs - 3 cr.
Explores methods and processes used to systematically collect and measure information for the purpose of program evaluation. The course integrates several knowledge and skill areas including: research methods, statistics, proposal writing, budget planning, project management, and program evaluation. Prerequisites: Admission to a HIM graduate program or permission of the department.

Crosslist Course: HIM 6532

MGT 6535 - Marketing Research - 3 cr.
Analyzes the concepts and applications of market research through the marketing management approach. This course emphasizes basic methodologies, as well as introduces a variety of techniques, and demonstrates how research applies to strategy, including marketing, advertising, sales and product design and development.

MGT 6545 - Corp Compliance Hlthcre Indust - 3 cr.
Addresses a growing need to adequately train health care leaders in the field of health care compliance and various topics in health care compliance, including corporate compliance (fraud and abuse), privacy, risk management and identity theft. Essential elements of a corporate compliance program will be presented as well as primary federal legislation addressing fraud and abuse. Privacy of patient information will be discussed in terms of the HIPPA and HITECH regulations. Risk management concepts will be presented as well as identity theft as relates to medical identity theft. Prerequisites: Admission to a HIM graduate program or permission of the department.

Crosslist Course: HIM 6545

MGT 6670 - Professional Development Semin - 1 cr.
Seminar will help students achieve clarity about leading themselves to personal and professional success. Through a series of online and classroom assessments and exercises, students will process data received to determine their current strengths, abilities, behavioral tendencies and core values. Armed with this information, they will craft a personal development plan to include mission, purpose, vision, goals and objectives. This will prepare them to maximize the value from their mentor relationships.

MGT 6777 - Special Topics - 0-12 cr.
Special Topics.

MGT 6800 - Final Applied Project - 4 cr.
Students have a choice of an Applied Project, a Conceptual Model Study, an Industry Analysis, or other applied projects with application to the students’ interests, career employment or relevancy to individual goals. They carry out research that includes international or multi-cultural dimension in the gathering and analysis of data. Students write a final paper that describes their literature review and research methods, the results of their analysis, and a discussion of their conclusions. Students are given 16 weeks to complete the project after proposals have been approved. (Capstone Option)

MGT 6810 - Management Overview - 6 cr.
Students will design and carry out a significant research project that includes a review of the literature, formulation of a problem statement or hypothesis, and the design and implementation of methods for the gathering and analysis of data. It is desirable for the research to include a significant international or multi-cultural dimension. They will write an academic report that includes their research methods, the results of their
analysis, and a discussion of their conclusions. Students are given 32 weeks to complete the project after proposals have been approved.

(Capstone Option)

MGT 6820 - Dual Degree Capstone Course - 2 cr.
A supplemental course designed to be taken as part of one of three capstone options (MGT 6490, 6800, or 6810) available to students in the MAM or MBA programs. This supplemental course, when satisfactorily completed, will satisfy the capstone requirement for the Dual Degree Program.

MGT 6850 - Final Applied Project II - 2 cr.
Students complete work on an applied project and present the findings to student colleagues and faculty. The completed project is developed as a formal written report and submitted to the department for approval prior to publication.

Prerequisite Course: MGT 6800

MGT 6900 - Continuing Enrollment: Res Prj - 0 cr.
Required registration for continuing work on final projects. Students not completing the final project within the 16/32 week term in which that course is scheduled must register for MGT 6900. Students may register only once for a continuing enrollment. This may not be used to extend MGT 6490 Capstone Abroad Seminar.

MGT 6999 - Independent Study - 0-12 cr.
Independent Study.

Master of Arts in Information Technology

Philosophy
The skills needed by today's informational technology leaders span multiple disciplines not typically available through traditional business or computer science programs. The Master of Arts in Information Technology Leadership (IT Leadership) program seeks to prepare working professionals with real world expertise to lead technology initiatives within their organizations, and across business sectors. The program focuses on identifying and analyzing information technology and organizational problems, creating and implementing innovative solutions, and making effective and ethical decisions. As a result of this focus, the program is approachable to both current IT professionals as well as professionals outside of the IT field.

It has become more important than ever to have a working knowledge of technology and interpersonal leadership skills to recognize and capitalize on trends that can impact businesses. When using information technology to respond to challenges in the workplace, it is key to have an understanding of the capabilities and limitations of the technologies as well as the interpersonal communication skills to facilitate change. The IT Leadership program prepares students to meet these challenges.

Program Description
The Information Technology Leadership program prepares students to effectively integrate technology solutions that address the challenges facing organizations today. Students gain a solid foundation of mixing both technology theory and real world application of the technology with the communication skills needed to realize the benefits of the technologies. Graduates will be proficient at leading multidisciplinary teams, evaluating information technologies, and guiding the organization through the ethical implementation of effective technology solutions.

Format
The 37 semester credit program is offered in an online format, which allows professionals to maintain their current employment status while enhancing their knowledge and skills. Students enroll in the foundational courses during the first year and leadership and advanced courses and the capstone project during the second year. All courses are taken online and the program ends with a student research symposium on the Duluth campus.

Program Outcomes
Upon completion of the Information Technology Leadership program at The College of St. Scholastica, the graduate will be able to:

- Analyze integrated business practices across the organization
- Evaluate and align technology solutions to strategic objectives and priorities
- Communicate complex ideas through oral presentations and written documents
- Effectively lead and develop IT professionals
- Guide organizations through effective and enduring change
- Incorporate ethics and values into leadership and decision making

Admission Requirements
The Master of Arts in Information Technology Leadership program considers applicants who:

1. Submit a completed Graduate Admissions Application form online.
2. Have earned a baccalaureate degree from an accredited college or university and meet ONE of the following criteria:
   - Have a major in IT, CS or MIS-related field (preferred, but not required)
   - Have a minimum two years experience working with information systems if the baccalaureate degree is not in an IT, CS or MIS-related field
   - Completed the prerequisites prior to the beginning of the Information Technology Leadership Program, if less than two years experience with information technology and the baccalaureate degree is not in an IT, CS or MIS-related field
3. Submit all official transcripts of relevant course work necessary for admission or prerequisites as designed by the program.
4. Earned a minimum cumulative GPA of 2.8 in undergraduate coursework.
5. Submit a completed Master of Arts in Information Technology Leadership Essay.
6. Submit two Graduate Recommendation forms from individuals who have observed or evaluated your leadership competencies or abilities in the IT field.

Prerequisites

Only those who do not meet the work experience and baccalaureate degree admission or IT experience requirements need to complete the following three prerequisite courses. All prerequisite courses are available online.

- CIS 3105 - Management Information Systems
- CIS 3107 - Database Modeling
- CIS 3108 - Systems Analysis and Design

International Applicants will need to complete additional admission requirements.

Note: Meeting minimal entrance requirements does not necessarily guarantee admission.

Application Deadline

Application deadline for priority consideration is August 15 for a Fall start. Review of completed application files will continue until all open seats for the program are filled.

Degree Requirements

A total of 37 semester credits are required for graduation, including credits for the Capstone Project. Credit toward the degree will be given for courses with a grade of 2.0 or better; students are expected to maintain a minimum cumulative grade point average of 3.0. A maximum of 6 graduate semester credits may be transferred from another college or university if approved by the student's advisor and/or the program director. The Master of Arts in Information Technology Leadership graduate program must be completed within seven years and students must make sufficient academic progress toward the degree during their enrollment. Students not enrolled for more than two consecutive semesters are required to reapply to the program before enrolling in additional courses. Credits that are more than seven years old as of the date of graduation will not count toward the degree.

Curriculum

The Master of Arts in IT Leadership curriculum is made up of 13 courses for a total of 37 credits. The curriculum consists of 4 foundational courses to prepare students with a core set of skills and knowledge, 3 leadership courses, 3 advanced strategic technology courses, and 3 courses associated with the capstone project. The foundational courses should be completed prior to enrolling in the advanced and specialization courses and there are course prerequisites identified in the course descriptions.

Summary of Curriculum

Foundational Courses

- CIS 6101: Leadership Communications
- CIS 6105: Strategies of Information Technology
- CIS 6113: IT Management Ethics
- PRM 6119: Strategic Decision Making

Leadership Courses

- CIS 6208: IT Project Management
- CIS 6235: Professional Relationships
- CIS 6248: IT Change Leadership

Advanced Courses

- CIS 6550: Business Process Analysis
- CIS 6575: Optimizing Intellectual Property
- CIS 6599: Emerging Topics in Information Technology
Courses

CIS 6101 - Leadership Communication - 3 cr.
An examination of the importance of leadership theories and styles, and the essential importance of communication. Oral and written communication methods will be studied to determine how effective communication is integral to the success of IT initiatives. Topics include communicating complex ideas, collaboration in a team environment, and using communication to lead a team and work effectively with complex interpersonal and team processes. (8 weeks)

CIS 6105 - Strategies of Information Technology - 3 cr.
Discussion of best practices in information technology (IT) with focus on how IT is used strategically in different organizations. The current trends in IT are studied and how IT infrastructure is changing in light of these trends. Case studies of specific organizations will be analyzed. (8 weeks)
Crosslist Course: MGT 6105

CIS 6108 - Systems Analysis and Design - 3 cr.
An in-depth focus on the five phases of the Systems Development Lifecycle. Topics include: preliminary investigation, physical and logical documentation, detail investigation into requirements and alternative specifications, analysis and design techniques, implementation considerations, development of logical and physical data flow diagrams, data modeling, prototyping, CASE tools, and the use of GANTT and PERT charts. A sample project is introduced and integrated using the SDLC Methodology.

CIS 6113 - IT Management Ethics - 3 cr.
An examination on how technology affects societal thinking and the ways information technology challenges traditional ethical, legal, and social concepts. Additionally, a high level overview of security threats and corresponding policies are explored within this ethical context. Students will analyze different leadership, technology, and security issues and develop solutions to proactively address these concerns.

CIS 6208 - IT Project Management - 3 cr.
A discussion of the project management process through the framework prescribed by a project management certifying body. Provides an IT perspective of planning, estimating, leading, and monitoring projects. Students will not only use project management software, but will also explore communication and personnel issues related to project management. (8 weeks)
Crosslist Course: MGT 6211

CIS 6248 - IT Change Leadership - 3 cr.
This course will focus on leveraging information technologies to affect change from an individual, team and organizational perspective. 21st century leaders must understand the strategic importance of change in their organizations. More and more, it is the IT leader that is expected to lead this change efficiently and effectively. This course will provide IT leaders with the opportunity to explore current change literature and apply it to their professional and personal situations.

CIS 6575 - Optimizing Intellectual Capital - 3 cr.
An in-depth study of the methods and techniques organizations use to effectively discover, capture, manage, and reuse knowledge assets. During this course, students explore the approaches used to design, implement, and apply knowledge management and business intelligence practices as well as the cultural and technical environments needed to support these practices.

CIS 6777 - Independent Study - 3 cr.
A special offering presented by the CIS graduate program to present emerging developments in the field. Prerequisite: consent of instructor. (8 or 16 weeks)

CIS 6795 - Research and Writing - 3 cr.
A preparatory course for the Final Applied Project. Students prepare a project proposal while refining research and scholarly writing skills. Topics
include defining a problem statement, APA publication guidelines, writing a literature review, and developing a scholarly voice. The course concludes with the development and approval of a formal proposal outlining the purpose and scope of the Final Applied Project. (16 weeks)

CIS 6800 - Final Applied Project - 2 cr.
Working with an assigned project advisor, students assimilate knowledge from prior courses with findings from research in the current literature of the selected topical area. The findings from the literature research are integrated in the development of a project introduction and literature review. (16 weeks)

CIS 6900 - Capstone Project II - 2 cr.
Working with an assigned project advisor, students complete the remaining work on the Final Applied Project by synthesizing a solution to the defined business problem. The course concludes with an approval, publication, and oral presentation of the Final Applied Project. (16 weeks)

CIS 6910 - Cont. Enroll: Final App Proj - 0 cr.
Cont. Enroll: Final App Proj
Prerequisite Course: CIS 6900

CIS 6999 - Independent Study - 0-4 cr.
Independent research and reading in an area of special interest. Students initiate study in form of a written proposal and complete it under faculty supervision. Prerequisites: consent of supervising faculty and department chair. (8 or 16 weeks)
School of Education

Department of Graduate Programs in Education

The School of Education (SOE) graduate programs support the general mission of the College by stressing intellectual and moral preparation for responsible living and meaningful work. Students who complete one of our programs have a firm foundation in the knowledge, skills, and dispositions needed to promote student learning. We strive to continually enhance our programs by focusing on student learning; well-grounded in research and best practices, including assessment; collaborative with the K-12 educational community; and committed to integrating diverse perspectives and educational technology. Not merely theoretical, each program, in its own way, emphasizes the application of broader concepts in specific educational settings. The programs in the School of Education are nationally accredited through the Council for the Accreditation of Educator Preparation (CAEP).

Mission: To prepare and support teachers who are firmly grounded in the knowledge, skills, and dispositions needed to promote student learning.

Vision: To be nationally recognized for developing skilled and caring professionals prepared to educate students in a diverse and changing world.

Graduate education programs include: (1) Master of Education, (2) Certificate in Educational Technology, (3) Certificate in Online Instruction, (4) Certificate in Literacy Instruction, (5) Certificate in Computer Science Education, (6) Certificate in Culturally Responsive Pedagogy, and (7) Graduate Teaching Licensure (GTL), an accelerated program offering professional preparation of teachers for elementary, middle level, and secondary licensure. GTL students may earn a Master of Science degree by completing required research courses. The M.S. requires a total of 34 graduate credits, which includes completed GLT courses. These programs are offered in an online format with varying degrees of onsite coursework for the GTL program. The School of Education also offers graduate courses for the continued professional development for today’s educators. These courses may also be taken as electives for graduate education programs.

Program Philosophy

The College of St. Scholastica’s Graduate Teaching Licensure Program is an innovative program designed to provide professional preparation of teachers for elementary, middle and secondary licensure. The program is focused on student learning; is well grounded in research and best practices; collaborative with the K-12 community; and committed to integrating diverse perspectives and educational technology. We seek to prepare committed teachers who are firmly grounded in the knowledge, skills and dispositions needed to promote student learning. The varied courses and field experiences enable students to develop mastery of the Standards of Effective Practice for beginning teachers.

Program Description and Format

The Graduate Teaching Licensure Program (GTL) offers students an initial teaching license that leads to a master of science in teaching degree. It is designed for those who have completed an accredited baccalaureate degree in a field other than education, or for certified teachers who wish to add another endorsement to their license. The program is designed for flexibility and offers a hybrid model of online and on-site learning. There are three to four onsite sessions held each eight-week term. Most sessions meet Saturdays, with some Friday evening courses. Field experiences occur in a variety of school settings and require some classroom hours. Students can complete the program in as little as 18 months provided they have the necessary content area requirements. The program is standards-based and emphasizes active, results-oriented learning. The program is designed around four major strands; content integration, reflection and professional development, diversity, and technology. Faculty model best practices in each of the strand areas throughout the program.

Students may work toward licensure in elementary (K-6) or secondary licensure (5-12) in the areas of communication arts and literature, social studies, life science, chemistry, and mathematics.

Admissions Requirements

The Graduate Teaching Licensure Program will consider applicants who:

- Submit a completed Graduate Admissions Application form.
- Have earned a baccalaureate degree from an accredited college or university.
- Submit all official transcripts of baccalaureate and graduate coursework.
- Have earned a minimum undergraduate cumulative GPA of 2.8.
- Submit a complete Graduate Teaching Licensure Application Essay.
- Submit two completed Graduate Recommendation forms from someone who has observed your interaction with children and someone who has observed your leadership skills.
- Initiate and receive a clear background check.
- Submit a completed Student Immunization form.
- Submit a TOEFL (Test of English as a Foreign Language) test scores, including the TWE (Test of Written English) essay rating. A score of 550 on the written test, score of 213 on the computer-based test or a score of 79 on the iBT TOEFL test or a score of 4 on the TWE essay rating.
are required for admission. The British International English Test (IELTS), will also be acceptable, a minimum score of 6.5 is required for admission.

**Note:** Meeting minimal entrance requirements does not necessarily guarantee admission. Exceptions to minimum criteria may be made at the discretion of the admissions committee. The admissions committee may choose to interview applicants.

**Prerequisites**
Students must have a baccalaureate degree from an accredited college or university.

**Application Deadline**
See the GTL website or call the Graduate Admissions office for admissions due dates. The web address is http://grad.css.edu/ or call (218) 723-6285.

The Graduate Teaching Licensure Program grants acceptance in the following categories:

- **Full Acceptance:** granted to those students who meet all admission requirements.

- **Provisional Acceptance:** granted to those students who have not submitted all required materials but who otherwise have met the admission requirements. Students are allowed one semester to submit remaining credentials and are not eligible for financial aid until full acceptance is attained.

- **Probational Acceptance:** may be granted to those students with cumulative GPA below the 2.8 requirement, but have strong Graduate Recommendations, and a strong Application Essay. The student must then achieve a 3.0 after completion of their first term to receive financial aid.

**Transfer Credits**
Students may transfer graduate credits they have earned from an accredited college or university toward completion of their St. Scholastica program. A maximum of six transfer credits can be applied towards the master's degree. The College of St. Scholastica will consider transfer credits from students who:

- Submit an official transcript sent from the accredited institution;
- Submit the course syllabus, catalog or other pertinent descriptive information;
- Demonstrate that course content is applicable to the program enrolled;
- Earn a course grade of "3.0" or better; and
- Complete the course within seven years prior to graduating from the St. Scholastica program.

**Graduation Requirements**
The master's degree requires completion of 34 graduate-level credits. If students need additional graduate level credits they may take electives from our other graduate programs, our professional development courses, or a maximum of 6 graduate credits transferred in from another accredited institution.

Chair of Graduate Programs in Education: Chery Takkunen, Ph.D.
Duluth Program Coordinator: Gail Gaetz, M.L.S.
St. Cloud Program Coordinator: Jesse Hinrichs, Ed.D.
St. Paul Program Coordinator: Doreene Langason, Ed.D.

**Master of Science**
The Master of Science degree requires completion of 34 graduate-level credits. Graduate-level licensure courses and seven credits in educational research are required to complete the degree. Students have seven years to complete the Master of Science degree. If students need other graduate-level credits, elective credits are available through our Master of Education program. Up to 6 graduate credits can be transferred in from another accredited institution with program approval.

EDU 6180 Understanding & Evaluating Educational Research, 3 cr.
EDU 6190 Using Data to Improve Student Learning, 4 cr.

**Graduate Teaching Licensure Program Requirements**

**Educational Foundation Coursework for All Licensure Areas**
EDU 5111 Reflection & Professional Development 1 cr.
EDU 5115 Foundations of American Education 1 cr.
EDU 5125 Diversity in the Classroom 1 cr.
EDU 5130 Learning & Development 2 cr.
EDU 5135 Exceptionality & Inclusion 2 cr.
EDU 5220 Classroom Assessment 2 cr.

**Elementary (K-6) Methods and Field Experience Coursework**
EDU 5250 Field Experience & Classroom Management Seminar I 1 cr. $50 course fee
EDU 5310 Visual & Performing Arts (elementary) 1 cr.
EDU 5320 Elementary Physical Education & Health Methods 1 cr.
EDU 5325 Elementary Reading I 2 cr.
EDU 5330 Elementary Reading II 2 cr.
EDU 5340 Elementary Social Studies Methods 2 cr.
EDU 5350 Field Experience & Classroom Management Seminar II 2 cr. $50 course fee
EDU 5360 Elementary Mathematics Methods 2 cr.
EDU 5370 Elementary Science Methods 2 cr.
EDU 5450 Field Experiences & Classroom Management Seminar III 2 cr. $50 course fee

Secondary (5-12) Methods and Field Experience Coursework
Methods coursework will vary depending on licensure area
EDU 5240 Secondary Drug & Health Ed. 1 cr.
EDU 5250 Field Experience & Classroom Management Seminar I 1 cr. $50 course fee
EDU 5331 Middle Com Arts & Lit 2 cr.
EDU 5332 Secondary Com Arts & Lit 2 cr.
EDU 5335 Secondary Content Reading Area 2 cr.
EDU 5341 Middle Social Studies Methods 2 cr.
EDU 5342 Secondary Social Studies Methods 2 cr.
EDU 5350 Field Experience & Classroom Management Seminar II 2 cr. $50 course fee
EDU 5361 Middle Mathematics Methods 2 cr.
EDU 5362 Secondary Mathematics Methods 2 cr.
EDU 5371 Middle Science Methods 2 cr.
EDU 5372 Secondary Science Methods 2 cr.
EDU 5450 Field Experiences & Classroom Management Seminar III 2 cr. $50 course fee

Student Teaching: Required for all Licensure Areas
EDU 5500 Student Teaching Internship 7 cr. $150 course fee
EDU 5510 Student Teaching Internship Seminar 2 cr.

Master of Education

Program Philosophy
The Master of Education degree program at The College of St. Scholastica seeks to challenge graduate candidates to evaluate their current practices, expand their views on student learning and assessment, and develop their capacity to apply research-based best practices in their educational settings. Faculty prepare graduate students to identify and analyze educational issues and provide leadership for innovative solutions within their work settings. Finally, candidates develop best practices in the courses they take and become proficient in using action research to address questions from their own practice.

Program Description
The Master of Education Degree (M.Ed.) Program is a fully online degree program for practicing teachers and other education professionals. The online Master of Education Degree engages learners to reflect deeply upon their teaching practice to improve student learning and address critical issues in today's schools. This program prepares educators to meet the needs of "21st-century" learners. Program participants will acquire new strategies on how to use data and research to impact and inform their practice.

Program Format
The program is offered 100% online, which allows education professionals to maintain their current employment status while enhancing their knowledge and skills. The program can be completed in two years including summers.

The program uses the cohort model where program participants move through the core program courses together. A host of technologies have been implemented to help bridge the gap between the computer and the classroom. In addition, students are encouraged to work together. Some assignments will require collaboration with colleagues.

Program Outcomes
Upon completion of the Master of Education Degree at The College of St. Scholastica, the graduate will be able to:

- Student Learning: Candidates will apply best practices and effective instructional strategies grounded in current education theory to promote student learning.
- Diversity: Candidates will develop cultural self-awareness and cultural competency to work effectively with students and communities of diverse backgrounds.
- Critical Thinking and Inquiry: Candidates will engage in the process of inquiry and critical thinking regarding current educational issues and practices.
Assessment: Using data to make informed decisions: Candidates will be able to examine and analyze data to make informed instructional student centered decisions.
Technology: Candidates will identify and apply 21st-century technologies and strategies to enhance student learning.
Leadership/Change agent: Candidates will gain skills to become advocates and change agents for 21st-century learners.

Admission Requirements
The Master of Education Degree Program will consider applicants who:

- Submit a completed Graduate Admissions Application form;
- Have earned a baccalaureate degree from an accredited college or university;
- Submit all official transcripts of baccalaureate and graduate course work;
- Have earned a cumulative GPA of 2.80;
- Submit a completed Master of Education essay;
- Submit two Graduate Recommendation forms from educational professionals;
- Interview with the M.Ed. Program Director (if necessary);
- Submit a TOEFL (Test of English as a Foreign Language) test scores, including the TWE (Test of Written English) essay rating. A score of 550 on the written test, score of 213 on the computer-based test or a score of 79 on the iBT TOEFL test or a score of four on the TWE essay rating are required for admission. The British International English Test (IELTS), will also be acceptable, a minimum score of 6.5 is required for admission.

Forms for some of these requirements are available at [http://grad.css.edu](http://grad.css.edu).

Graduate Record Exam (GRE) is not required, but may be requested if the applicant's file is insufficient to make a decision to accept.

International applicants may need to complete additional admission requirements. Note: Meeting minimal entrance requirements does not necessarily guarantee admission. Exceptions to minimum criteria may be made at the discretion of the admissions committee.

Transfer Credits
Students may apply transfer graduate credits they have earned from an accredited college or university toward completion of their St. Scholastica degree. A maximum of six transfer credits may be applied. The transfer credit must have been completed no more than seven years prior to the date the St. Scholastica degree is completed. Forms to request transfer of credits can be obtained from the Graduate Studies Office, and need to be sent to the Program Director after completion. The College of St. Scholastica will consider transfer credits from students who:

- Submit a Credit Transfer Application form;
- Request official transcripts sent directly from the accredited institution to the program Director;
- Submit the course syllabus, catalog or other pertinent descriptive information;
- Demonstrate that course content is applicable to the program enrolled;
- Earn a course grade of 3.0 or better; and
- Complete the course seven years prior to graduating from the St. Scholastica program

Graduation Requirements
A total of 33 semester credits is required for graduation. Credit toward the degree will be given for courses with a grade of 2.0 or better; students are expected to maintain a minimum cumulative grade point average of 3.0. A maximum of 6 graduate semester credits may be transferred from another college or university if approved by the student's advisor and/or the program director.

Required Courses:
EDU 6510 - Current Issues and Future Trends in Education 3 cr.
EDU 6520 - 21st Century Technologies for Teaching 3 cr.
EDU 6525 - Introduction to Educational Research 3 cr.
EDU 6530 - Promoting Critical Thinking in the Classroom 3 cr.
EDU 6540 - Assessment and Data Driven Decision Making 3 cr.
EDU 6550 - Culturally Responsive Instruction 3 cr.
EDU 6560 - Research Based Inquiry Capstone 3 cr.

Elective Strands (each consists of four course equaling 12 credits):
Educational Technology Certificate courses
Certificate in Computer Science courses
Certificate in Culturally Responsive Pedagogy courses
Certificate in Literacy Instruction courses
Certificate in Online Instruction courses

Students may choose a certificate strand from the above list, or build their own Professional strand from most of the courses offered in the certificate programs listed above (this excludes capstone courses).
Educational Technology Certificate Program

Our educational technology certificate is delivered in an online format, which is designed for teachers, curriculum directors, and school leaders who seek to improve student learning with the latest technological innovations. You will have the opportunity to gain skills and knowledge in the use of technology and to develop effective strategies for using technology-enhanced learning activities in your classroom. All courses may be applied toward the Master of Education degree program to meet elective strand requirements.

The Educational Technology Certificate program will consider applicants who:

- Submit a completed Graduate Admissions Application form online.
- Have earned a baccalaureate degree from an accredited college or university.
- Have earned a cumulative GPA of 2.8.
- Submit all official transcripts of baccalaureate and graduate coursework.
- Submit a TOEFL (Test of English as a Foreign Language) test scores, including the TWE (Test of Written English) essay rating. A score of 550 on the written test, score of 213 on the computer-based test or a score of 79 on the iBT TOEFL test or a four on the TWE essay rating are required for admission. The British International English Test (IELTS), will also be acceptable, a minimum score of 6.5 is required for admission.

Application Priority Consideration

The application deadline for priority consideration for Fall term is August 1, Spring term is November 15 and Summer term is March 1. Review of completed application files will continue until all open seats for the program are filled.

Acceptance Categories

The Educational Technology graduate certificate program grants acceptance in the following categories:

- Full Acceptance: granted to those students who meet all admission requirements.
- Provisional Acceptance: granted to those students who have not submitted all required materials but who otherwise have met the admission requirements. Students are allowed one semester to submit remaining credentials and are not eligible for financial aid until full acceptance.
- Non-degree Acceptance: reserved for those students who wish to pursue courses for professional development but who do not wish to earn a degree or for those students who have course deficiencies that cannot be remedied within one semester. Students will be admitted to courses on a space available basis. No more than one-third of the semester credits taken in non-degree status can be applied toward a degree in the event that the student wishes to transfer to degree bound status. Students in this category are not eligible for financial aid.

Course Requirements

Students will chose 3 of the following courses:

- EDU 6370 - Universal Design for Learning
- EDU 6430 - Webtools for Learning
- EDU 6440 - Using Digital Media
- EDU 6445 - Online Teaching Methods
- EDU 6520 ` 21st Century Technology for Teaching

The following course is required:

- EDU 6450 - Leadership/Future Trends Edu Tech

Certificate in Online Instruction

Candidates who complete the four-course graduate certificate will learn how to design, implement, and teach online using all of the benefits of today's technologies. Note: Courses must be taken in the order listed. Each course builds on the knowledge of the previous course.

All courses may be applied toward the Master of Education degree program to meet elective strand requirements.

The Certificate in Computer Science Education program will consider applicants who:

- Submit a completed Graduate Admissions Application form online.
- Have earned a baccalaureate degree from an accredited college or university.
- Have earned a cumulative GPA of 2.8.
- Submit all official transcripts of baccalaureate and graduate coursework.
- Submit a TOEFL (Test of English as a Foreign Language) test scores, including the TWE (Test of Written English) essay rating. A score of 550 on the written test, score of 213 on the computer-based test or a score of 79 on the iBT TOEFL test or a four on the TWE essay rating are required for admission. The British International English Test (IELTS), will also be acceptable, a minimum score of 6.5 is required for admission.
Application Priority Consideration

The application deadline for priority consideration for Fall term is August 1, Spring term is November 15 and Summer term is March 1. Review of completed application files will continue until all open seats for the program are filled.

Acceptance Categories

The Educational Technology graduate certificate program grants acceptance in the following categories:

- **Full Acceptance**: granted to those students who meet all admission requirements.
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- **Non-degree Acceptance**: reserved for those students who wish to pursue courses for professional development but who do not wish to earn a degree or for those students who have course deficiencies that cannot be remedied within one semester. Students will be admitted to courses on a space available basis. No more than one-third of the semester credits taken in non-degree status can be applied toward a degree in the event that the student wishes to transfer to degree bound status. Students in this category are not eligible for financial aid.

Required Courses:

EDU 6430 - Webtools for Learning
EDU 6445 - Online Teaching Methods
EDU 6460 - Techn. for Online Environment
EDU 6470 - Capstone: Cert Online Instruct

**Professional Development Courses for Educators (CEUs)**

The School of Education offers graduate level professional development courses (semester credit) on varying topics through an online format to meet the needs of today's educators and those in training positions. To obtain additional information and dates, contact Heidi Bergstadt, (hbergstedt@css.edu, 651-403-8633 or 888-298-4723).

Courses Offered:

EDU 6340 ~ Foundations of Literacy       3 cr.
EDU 6350 ~ Effective Literacy Instruction 3 cr.
EDU 6360 ~ Reading in the Content Area   3 cr.
EDU 6370 ~ Universal Design for Learning 3 cr.
EDU 6375 ~ Literacy Assessment & Interventions 3 cr.
EDU 6430 ~ Instructional Design and Webtools for Learning 3 cr.
EDU 6440 ~ Using Digital Media in Your Classroom 3 cr.
EDU 6445 ~ Online Teaching Methods: From Design to Practice 3 cr.
EDU 6460 ~ Technology for the Online Environment 3 cr.
EDU 6520 ~ 21st Century Technology for Teaching 3 cr.
EDU 6550 ~ Culturally Responsive Pedagogy    3 cr.

**Courses**

EDU 5111 - Reflection/Professional Development - 1 cr.

The course introduces students to the concepts and practice of professional reflection. Students develop skills for writing instructional outcomes and the lesson planning process that will be used throughout the program. The course also provides students opportunities to be actively engaged in learning about the four program strands: reflection & professional development, technology, diversity, and content integration. The program portfolio is introduced and initiated in the course.

EDU 5115 - Foundations of American Education - 2 cr.

Provides students with grounding in the philosophical and historical roots of education as well as knowledge of the current theories, structures, and practices. Students analyze major topics including the relationship between schools and society, educational responses to the increasing diversity in today’s classrooms, and the current and evolving process of teaching and learning. Through online and on-site activities, students synthesize the knowledge of theories, structures, and practices to develop an understanding of the American system of education, empowering them to make informed decisions about their careers.

EDU 5125 - Diversity in the Classroom - 2 cr.
Provides students with an understanding of the diversity that is in our classrooms today and explores ways in which classrooms and schools can become more inclusive. This course also explores learning strategies, personal and professional philosophies, and research that will help meet the educational needs of diverse learners. The topics include multicultural education, gender equity, English language learners and cultural diversity.

**EDU 5130 - Learning & Development - 2 cr.**
Provides educators with a solid grounding in cognitive/educational psychology. Students examine children's and adolescent's cognitive, social and emotional growth and development as a function of their social and cultural context. The context of the school from a multicultural perspective frames the discussion of specific topics including: motivation, learning styles, moral development, personality development, general theories of intelligence, and theories of cognitive development and their effects on the educational process. Cognitive theory is linked to technology use and students examine some of the innovative ways that technology is being used to promote cognitive growth.

**EDU 5135 - Exceptionality & Inclusion - 2 cr.**
Exceptionality and inclusion addresses the social construction of disability, types and characteristics of exceptionalities, and requirements of disability legislation. Students are prepared apply to professional practice the principles of inclusion, differentiation, universal design for learning, and collaboration.

**EDU 5150 - Experiences with Children - 0 cr.**
Description coming soon.

**EDU 5220 - Classroom Assessment - 2 cr.**
An inquiry into the essence of the assessment process. The purpose and process of assessments is investigated from a theoretical, phenomenological and personal, experiential perspective. Topics include a brief history of assessment in education; underlying assumptions driving our assessment practices; the forms, purposes and effects of assessment used in classrooms today; and new directions for assessment being advocated.

**EDU 5240 - Secondary Drug & Hlth Edu - 1 cr.**
Secondary Drug & Health Education takes a holistic approach to adolescent health issues and problems including: depression, suicide, eating disorders, violence in school, family and relationships issues, drug abuse, sexual abuse, and STDs. Students identify how risk factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence the quality of student life and learning. Prevention, intervention and follow-up approaches are emphasized.

**EDU 5250 - Field Experience I/Class Mgt - 1 cr.**
Students apply theory, reflect, and develop professionally while working in a K-12 classroom setting. Students use methods, concepts, and theories related to foundations of education. The focus of the 30-hour field experience is on creating productive learning environments and managing student behavior. The seminar and electronic discussion components of the course provide students with opportunities to actively explore central educational issues and key concepts related to classroom management. Classroom management is studied as a discipline, as an approach, and as instruction.

**EDU 5310 - Visual & Performing Arts - 1 cr.**
Examines the arts as a basic and essential form of human communication. Explores and analyzes integration of the arts as a way to increase student achievement. Students learn to integrate literature, art, drama, dance, and music throughout the curriculum by gaining a basic knowledge of the arts, reasons for integration, and integration strategies and principles. Students examine research and current school programs that integrate the arts across the curriculum. The course provides opportunities for active involvement in the arts through online and in-class activities.

**EDU 5320 - Physical Education & Health - 1 cr.**
Examines and integrates principles associated with physical education and health at the elementary and middle level. Students analyze and learn to apply physical education and health content and pedagogy. Attitudes and habits related to healthful living are explored and current trends in physical education and health pedagogy are stressed. Issues of mood altering chemicals and their effects on the individual, the family and society are addressed along with the 10 common content areas of health education. School and community resources as they relate to the content are explored.

**EDU 5325 - Reading/Lang Arts: Meth I - 2 cr.**
Through instruction that is grounded in methodologically sound research, students will develop the knowledge base needed to design an effective reading/language arts program. In this first of two courses, students will engage in analysis of current reading philosophies and receive extensive instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Theory and practice will merge as students design lessons, analyze case studies, and view and assess classroom video clips. Students will use a variety of assessment tools and experience interpreting
results that inform instruction.

EDU 5330 - Comm Arts & Lit: Elementary - 2 cr.
Examines and integrates the areas of language arts (reading, writing, listening, speaking) and children’s literature. Prepares students to be successful teachers of the language arts by providing an understanding of the roles of reading, language arts, and children’s literature in elementary and middle school classroom instruction. Students analyze and evaluate current research trends. Best practice in teaching language arts is the focus of the course. Topics include oral language development and oral language activities, listening comprehension, reading (phonemic awareness, phonics instruction, reading fluency, vocabulary instruction, text comprehension, and content area reading), children’s literature and the language arts, process writing (including grammar, usage, mechanics of language), spelling, handwriting, assessment, and working with children from multicultural backgrounds.

EDU 5331 - Comm Arts & Lit: Middle Level - 2 cr.
Provides students with an understanding of the theories and practices emphasized by teaching an integrated approach of reading, writing, listening, speaking and thinking skills at the middle and high school levels. Students analyze and evaluate best practice lessons, and write composition, literature, and skills lesson plans. Students reflect, respond, and participate in online discussion groups and on-site seminars. Topics include strategies for teaching grammar, comprehension, literature, and skills instruction.

EDU 5332 - Comm Arts & Lit: Secondary - 2 cr.
Provides students with an understanding of the theories and practices emphasized by teaching an integrated approach of reading, writing, listening, speaking and thinking skills at the middle and high school levels. Students analyze and evaluate best practice lessons, and write composition, literature, and skills lesson plans. Students reflect, respond, and participate in on-line discussion groups and on-site seminars. Topics include strategies for teaching grammar, comprehension, literature, and skills instruction.

EDU 5335 - Secondary Content Area Reading Strategies - 2 cr.
Looks at a balanced approach between student-centered and teacher-directed instructional approaches, focusing on describing, illustrating, and applying strategies for content area literacy in the middle and secondary grades. The course will explore content literacy within the context of multiple literacies. Through modeled practices and activities, participants will acquire strategies to nurture the skills needed by their future secondary students to understand and learn content. In addition to analyzing text structure and vocabulary of texts in their content discipline, students will examine research data and explore Internet resources. This course follows the recommendations of and supports the policies set forth by the National Reading Panel.

EDU 5340 - Social Studies Methods: Elem - 2 cr.
This course focuses on fundamental social studies teaching methods for elementary learners. Candidates learn appropriate methods of inquiry, curriculum development, instructional planning strategies, and assessment in social studies. An understanding and application of the research base for and the best practices of elementary and middle level social studies education is the framework for the course.

EDU 5341 - Social Studies Mthds:Secondary - 2 cr.
Examines and integrates a variety of best practice teaching techniques and methods useful to social studies instruction within the middle school classroom. The course combines theoretical and practical learning experiences that can be applied within the broad field of social studies. Special emphasis is placed on designing lessons for middle school students, reading strategies for social studies content, middle school philosophy, examining standards-based education and learning a broad scope of best practice techniques.

EDU 5342 - Social Studies Mthds:Secondary - 2 cr.
Examines and integrates a variety of best practice teaching techniques and methods useful to social studies instruction within the secondary classroom. The course combines theoretical and practical learning experiences that can be applied within the broad field of social studies. Special emphasis is placed on designing unit lessons, on inquiry, examining standards-based education, integrating technology into social studies instruction and learning a broad scope of best practice techniques.

EDU 5350 - Field Experience II/Class Mgt - 2 cr.
Apply theory, reflect, and develop professionally in a K-12 classroom setting. Use of methods, concepts, and theories related to the teaching of the content areas. The focus of the 35-hour field experience is on creating productive learning environments and managing student behavior. Observation and evaluation by CSS faculty is an essential component of the field experience. The seminar and electronic discussion components of the course provide opportunities to actively explore central educational issues and key concepts related to classroom management. The schedule will be arranged between the pre-service and cooperating teachers to be completed during the time period identified above.
Prerequisite Course: EDU 5250

EDU 5360 - Math Methods: Elementary - 2 cr.
Focuses on best practices and current research trends that enable learners to be successful teachers of mathematics in the K-6 classroom. Learners analyze and evaluate current research, teaching strategies and philosophies related to teaching K-6 mathematics. Helps future teachers build a basic foundation concerning pedagogy, standards based instruction, technology use, and equity issues. Special attention is given to teaching practices that can help ALL K-6 students be successful in mathematics.

EDU 5361 - Math Methods: Middle Level - 2 cr.
Designed to provide students with a knowledge base that enables them to become effective middle/secondary mathematics teachers. Students are involved in analyzing and evaluating effective teaching strategies, philosophies and theories related to the teaching of mathematics. Emphasis is on current national and Minnesota mathematics standards, use of technology to teach mathematics, use of manipulatives to teach mathematics, lesson and unit planning, assessments, and current trends in teaching mathematics.

EDU 5362 - Math Methods: Secondary - 2 cr.
Designed to provide students with a knowledge base that enables them to become effective secondary mathematics teachers. Students are involved in analyzing and evaluating effective teaching strategies, philosophies and theories related to the teaching of mathematics. Emphasis is on current national and Minnesota mathematics standards, use of technology to teach mathematics, use of manipulatives to teach mathematics, lesson and unit planning, assessments, and current trends in teaching mathematics.

EDU 5370 - Science Methods: Elementary - 2 cr.
Prepares the teacher candidate to teach science in elementary and middle schools. Emphasis is on use of standards, teaching science as inquiry, and use of a variety of strategies to teach science concepts. Students examine, analyze, and apply best practices for teaching and learning science. Students examine and discuss recommendations for science teaching from research and national science organizations, and justify the use of particular methods for teaching science in the elementary and middle school classroom.

EDU 5371 - Science Methods: Middle School - 2 cr.
This is a pre-practicum course for individuals planning to teach middle school science. Major topics include needs of young adolescents; integrating an understanding of the academic specialty with an understanding of pedagogy, students, learning, classroom management, and professional development; reading in science; planning and assessing science instruction using a variety of methods and educational technologies.

EDU 5372 - Science Methods: Secondary - 2 cr.
This is a pre-practicum course for individuals planning to teach high school science. Major topics include exploration and application of best practices, safety in the high school science classroom, unit and yearly planning.

Prerequisite Course: EDU 5371

EDU 5450 - Field Experience III/Class MGT - 2 cr.
Apply theory, reflect, and develop professionally in a K-12 classroom setting. Use of methods, concepts, and theories related to the teaching of the content areas. The focus of the 35-hour field experience is on creating productive learning environments and managing student behavior. A critical aspect of this field experience is the "mini-edTPA," designed to prepare teacher candidates for the Teacher Performance Assessment required in student teaching. Observation and evaluation by CSS faculty is an essential component of the field experience. The seminar and electronic discussion components of the course provide opportunities to actively explore central educational issues and key concepts related to classroom management. The schedule will be arranged between the pre-service and cooperating teachers to be completed during the time period identified above.

Prerequisite Courses: EDU 5250, EDU 5350

EDU 5500 - Student Teaching Internship - 3-7 cr.
Student Teaching Internship: Provides teacher candidates with a practical teaching experience in a local school, under the supervision of a licensed cooperating teacher. The experience includes formal observation, planning of teaching units, participation in school activities, working with students with diverse learning needs, communicating effectively with parents/guardians, and working with school support personnel. Observation and evaluation by CSS faculty and cooperating teachers is increased in this experience. The teacher candidate will also plan and complete the Teacher Performance Assessment (edTPA) during student teaching. Please note that the student teaching internship is a full-time experience for a minimum of 12 weeks. Teacher candidates must also register for and attend internship seminars (EDU 5510). Prerequisites: Admission to the program; Faculty approval
Corequisite Course: EDU 5510

EDU 5510 - Student Teaching Seminar - 2 cr.
Address issues and experiences the teacher candidate encounters during the student teaching experience and critical issues relevant to the teaching profession. The seminar also examines models and strategies of effective classroom management and evidence-based strategies that may positively impact student learning. The seminar instructor will provide support for completing all Teacher Performance Assessment (edTPA) tasks. Information will also be provided for completing their program portfolio, preparing for a job search, and applying for their Minnesota teaching license. Prerequisites: Admission to program, successful completion all other required licensure courses.

Corequisite Course: EDU 5500

EDU 5777 - Independent Study - 0-9 cr.
Topics in Education.

EDU 6180 - Understanding & Evaluating Educational Research - 3 cr.
Students evaluate various types of educational research relevant to classroom practice by analyzing sample studies for effective research questions and research designs; sampling, data collection and data analysis methods; and validity, reliability, and ethical issues. Students then locate credible peer-reviewed research on a topic of interest in their professional practice and critically synthesize the literature. Pre-requisite: EDU 5500.

Prerequisite Course: EDU 5500

EDU 6190 - Using Data to Improve Student Learning - 4 cr.
Students examine various kinds of data collected in schools, the purposes for which the data are used, and the techniques for analyzing and interpreting the data. Students examine alternative data to identify inequities in the school experience for marginalized groups. Students use data from their own professional setting to identify student learning problems, propose solutions, and recommend an action plan to improve student learning. A capstone seminar is held in which students discuss key issues related to using data to improve the learning of all students.

EDU 6340 - Foundations of Literacy - 3 cr.
Explores the theoretical, philosophical, and historical underpinnings of literacy instruction. Students examine the following major topics: emergent literacy, phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, and digital literacy. Students investigate the ways in which these topics inform literacy programs and reflect on the philosophical and theoretical perspectives that shape their own teaching practice.

EDU 6350 - Effective Literacy instruction - 3 cr.
Examines instructional techniques, activities, and strategies that promote and sustain reading success in literacy classrooms. The focus of this course is on understanding and creating a balanced literacy program that meets the diverse needs of all learners.

EDU 6360 - Reading in the Content Areas - 3 cr.
An investigation into the reading process and strategies appropriate for teaching literacy within the content areas. Students will learn how to select and implement strategies that support and enhance the literacy and context-specific text needs of their learners.

EDU 6370 - Universal Design for Learning - 3 cr.
Students examine the principles of Universal Design for Learning (UDL) and the related frameworks of Differentiation and Universal Design for Instruction. Students experience features of UDL in their assignments, including universally designed online learning modules, assigned resources in multiple formats, and choices for student-initiated projects. Students explore and apply a wide variety of technologies and strategies to improve learning for all learners in both K-12 and postsecondary settings.

EDU 6375 - Literacy Assessment and Interventions - 3 cr.
Provides an in-depth study of assessment and intervention in the literacy classroom. The selection, administration, scoring, interpretation, and reporting of assessment results will be examined and applied. The course will provide opportunities for students to use data gained from assessments to design, plan, and implement effective reading interventions for readers at the elementary and secondary levels.

EDU 6380 - Leadership in K-12 Literacy - 3 cr.
Explores the expanding need for literacy leadership in the K-12 school setting. Areas of focus will include: school-wide literacy programs, using district and school-wide assessment data to inform instructional needs, creating and maintaining a sustainable literacy plan and creating and
organizing ongoing professional development.

**EDU 6420 - Integrating Tech in Classroom - 3 cr.**
In this first course, you assess your current technology skills and knowledge and set some learning goals for integrating technology in your classroom. You examine some of the trends and issues of technology integration, investigate some of the various types of educational software and technology tools available, and develop a technology integration plan for your classroom.

**EDU 6430 - Webtools for Learning - 3 cr.**
This course provides an introduction to instructional design and an in-depth exploration and application of web-based and digital resources for learning. The course provides an overview of effective web-based resources, including Web 2.0, evaluation strategies for reviewing digital resources, video, discussion threads, and learning objects. Participants will also consider best-practices in the area of web-based learning environments and develop learning activities and a collection of resources for educational environments. Participants in the "Certificate in Online Instruction" program will develop a simple online course structure that will be developed in future courses.

**EDU 6435 - Using Online Subscription Data - 3 cr.**
This course provides an overview of online subscription databases used by K-12 students for research and by teachers for professional development. Searching techniques, navigation of the databases, selection of appropriate databases, and integration of database content into core subject content areas and teacher professional development projects are covered.

**EDU 6440 - Using Digital Media - 3 cr.**
This course provides an overview of digital media application for teaching and learning. Participants will learn to design and produce multimedia and digital video products to support the curriculum in their classroom. The course will also focus on designing instruction that integrates student use of multimedia and digital video as learning tools.

**EDU 6445 - Online Teaching Methods - 3 cr.**
Master the essential basics of designing and teaching online courses. This fully online course covers both practical and pedagogical aspects of teaching online. As part of this experience, you will use the Blackboard/WebCT course management system to develop a sample course of your own design, including a syllabus, discussions, course content, and other components that are optimized for the online teaching and learning environment. The course will be organized into eight learning modules, each presenting two weeks of content.

**EDU 6450 - Leadership/Future Trends Ed Te - 3 cr.**
This online course is designed to help develop educational technology leaders. In this course students evaluate, plan, and create educational technology-based solutions for learning environments while considering best-practices in technology integration. Participants will learn about topics in educational technology such as, future trends, government policies, professional development models, and evaluation tools. Prerequisite: EDU 6420, EDU 6430, EDU 6440, or Instructor permission.

**EDU 6460 - Tech for Online Environment - 3 cr.**
Master the essential basics of technologies that are available for the online environment. This online course covers both practical and pedagogical aspects of online technologies. Participants will explore a wide range of online technologies and how they can be used to enhance the online learning environment. Participants will evaluate, select, and integrate technologies into their online course structures.

**EDU 6470 - Capstone: Cert Online Instruct - 3 cr.**
This final course for the Certificate in Online Instruction program will consist of three major components: completion of the online course (begun in the first class and added to in each successive class), implementation of the course with "student" participants, and final course revisions following student, instructor, and mentor feedback.

**EDU 6500 - M.Ed. Program Orientation - 0 cr.**
Orientation offers an introduction to the M.Ed. program, and the course management learning system Blackboard. In addition, participants will learn and practice new technology skills, develop a program plan, identify library resources, set personal goals, learn about the Benedictine Values, and apply technology skills to online community building.

**EDU 6510 - Current Issues and Future Trends in Education - 3 cr.**
This course will provide an introduction to the M.Ed. Program and will examine 21st Century teaching and learning as it applies to current issues and future trends in education. In addition, education theory will be introduced to engage learners in professional scaffolding of knowledge and best
practice for 21st Century teachers and learners.

EDU 6520 - 21st Century Tech for Teaching - 3 cr.
In this first course, you assess your current technology skills and knowledge and set some learning goals for integrating technology in your classroom. You examine some of the trends and issues of technology integration, investigate some of the various types of educational software and technology tools available, and develop a technology integration plan for your classroom.

EDU 6525 - Introduction to Educational Research - 3 cr.
An overview of research in education that provides practicing professionals an opportunity to identify, read, interpret, and apply educational research. This includes a study of research methodologies, analyses of relevant literature, and the development of a literature review in a self-selected area of interest.

EDU 6530 - Prom. Critical Think Classroom - 3 cr.
Introduces thinking skills taxonomies, thinking routines, and tools for inquiry-based instruction and assessment. Candidates analyze and create assessments, instructional materials, and teaching approaches for the development of inquiry and argument in one's practice.

EDU 6540 - Data Driven Classroom Assessme - 3 cr.
Focus is on learning to use student assessment data to inform decisions related to planning and implementing instructional strategies at the classroom and individual student level. Participants learn how to collect and organize data, analyze and interpret that data, and make informed decisions. Participants will develop "data literacy"; a basic understanding of how data can be used to inform instruction.

EDU 6550 - Culturally Responsive Instruction - 3 cr.
Students examine characteristics of culturally responsive instruction and how to develop culturally responsive instruction techniques. Participants will engage in critical reflective exercises to understand current practice and barriers to student achievement, including examining the achievement gap. Students will examine inclusive learning environments and develop new strategies to meet the needs of a diverse student body.

EDU 6560 - Research Based Inquiry - Capstone - 3 cr.
Students work closely with their assigned faculty mentor to conduct their action research study and complete an original scholarly work. Reflection, analyses and dissemination of final work are required for successful completion of course.

EDU 6570 - Developing Intercultural Competence - 3 cr.
A critical examination of how power and privilege manifest in schools, communities and systems. Provides students an opportunity to explore beliefs, and biases as they relate to diverse issues and personal growth through completion of and examination of the IDI.

EDU 6580 - Culturally Inclusive Learning Communities and Schools - 3 cr.
Examines culturally inclusive pedagogy and dimensions of multi-cultural education. Exploration and examination of the theoretical frameworks of multicultural education; develop skills to create and support culturally inclusive teaching and learning communities. Examine and identify the relationship between culture and learning.

EDU 6710 - Computational Thinking and Standards - 3 cr.
Present and review the CSTA (Computer Science Teachers Association) K-12 Computer Science Standards along with resources on Computational Thinking and strategies for implementing them in the K-12 curriculum. The course will also begin to address stereotypes about computing, how to debunk myths about working in technology, and include strategies for active recruiting.

EDU 6720 - Computer Science Principles - 3 cr.
Students in this course will learn computer science through building socially useful mobile apps using App Inventor, a visual, blocks-based programming environment. It uses the Mobile Computer Science Principles curriculum, which aligns with the framework for the proposed Advanced Placement Computer Science Principles course. It will continue to address effective pedagogy and how to mitigate underrepresentation in computing.

EDU 6730 - Programming and Teaching Java - 3 cr.
This course will present the Advanced Placement Computer Science A course, which features object-oriented programming methodology with an emphasis on problem solving and algorithm development. This course will include strategies for evaluating and selecting curriculum that are
engaging for students from all backgrounds.

**Prerequisite Course:** EDU 6720

**EDU 6777 - Topics - 0-4 cr.**
Courses on current topics are offered from time to time. See the School of Education website for current offerings.
http://www.css.edu/Academics/School-of-Education.html

**EDU 6780 - Critical Pedagogy: Teaching and Leading for Social Change - 3 cr.**
Certificate capstone course will engage students to develop a project that encompasses and expresses skills and new knowledge developed through their previous certificate coursework. As part of this work, students will implement a train the trainer project to expand the impacts of critical pedagogy in the student’s organization.

**EDU 6900 - Continuing Enrollment: Act Res - 0 cr.**
Required registration for continuing work on final action research project. Students not completing EDU 6150 and EDU 6160 in the designated number of semesters must register for EDU 6900 each semester until completion of the course requirements

**EDU 6999 - Independent Study - 0-8 cr.**
Independent Study in Education.

**Certificate in Computer Science Education**

Our 100 percent online certificate program offers teachers a coherent set of courses that prepare them to teach computer science concepts, including content in the advanced placement courses and pedagogical techniques.

There is a growing demand for computer science courses, including advanced placement courses, across the United States, and a growing demand for teachers with computer science knowledge to teach them. The United States is lagging behind other countries in computer science education and this certificate will help address that educational gap.

This certificate program is designed for:

- Current teachers at the secondary level, in any field/specialization.
- Educators who provide computer science education to kids in out-of-school programs or camps.

You will have the opportunity to gain skills and knowledge in the use of technology and to develop effective strategies for using technology-enhanced learning activities in your classroom.

All courses may be applied toward the Master of Education degree program to meet elective strand requirements.

The Certificate in Computer Science Education program will consider applicants who:

- Submit a completed Graduate Admissions Application form online.
- Have earned a baccalaureate degree from an accredited college or university.
- Have earned a cumulative GPA of 2.8.
- Submit all official transcripts of baccalaureate and graduate coursework.
- Submit a TOEFL (Test of English as a Foreign Language) test scores, including the TWE (Test of Written English) essay rating. A score of 550 on the written test, score of 213 on the computer-based test or a score of 79 on the iBT TOEFL test or a four on the TWE essay rating are required for admission. The British International English Test (IELTS), will also be acceptable, a minimum score of 6.5 is required for admission.

**Application Priority Consideration**

The application deadline for priority consideration for Fall term is August 1, Spring term is November 15 and Summer term is March 1. Review of completed application files will continue until all open seats for the program are filled.

**Acceptance Categories**

The Certificate in Computer Science Education graduate certificate program grants acceptance in the following categories:

- Full Acceptance: granted to those students who meet all admission requirements.
- Provisional Acceptance: granted to those students who have not submitted all required materials but who otherwise have met the admission requirements. Students are allowed one semester to submit remaining credentials and are not eligible for financial aid until full acceptance.
- Non-degree Acceptance: reserved for those students who wish to pursue courses for professional development but who do not wish to earn
a degree or for those students who have course deficiencies that cannot be remedied within one semester. Students will be admitted to courses on a space available basis. No more than one-third of the semester credits taken in non-degree status can be applied toward a degree in the event that the student wishes to transfer to degree bound status. Students in this category are not eligible for financial aid.

**Required Courses:**

- Computational Thinking & Standards
- Computer Science Principles
- Programming and Teaching Java
- CS Methods & Capstone Project

**Certificate in Literacy Instruction**

The online Certificate and individual courses are open to anyone interested in improving their reading instruction. Our Certificate in Literacy Instruction program is aligned with the K-12 Teacher of Reading Standards for the state of Minnesota. The courses provide relevant research, learning experiences and hands-on opportunities to gain a greater understanding of how to teach reading skills, strategies, and comprehension to kindergarten through grade 12 students. The courses also prepare individuals to serve in literacy leadership roles.

The certificate is designed for those seeking a Minnesota K-12 Teacher of Reading License\* or for anyone interested in becoming a more successful and confident teacher of reading at any level.

*The K-12 reading license is for educators who have an existing Minnesota teaching license and wish to expand and deepen their knowledge of reading. Graduates will be required to pass the MTLE Reading Teacher tests in order to obtain their K-12 Teacher of Reading license. This program consists of five courses focusing on the key components of high-quality literacy instruction and assessment. Courses provide practical, research-based approaches to teaching reading.

This program consists of five courses focusing on the key components of high-quality literacy instruction and assessment. Courses provide practical, research-based approaches to teaching reading.

All courses may be applied toward the Master of Education degree program to meet elective strand requirements.

**Application Priority Consideration**

The application deadline for priority consideration for Fall term is August 1, Spring term is November 15 and Summer term is March 1. Review of completed application files will continue until all open seats for the program are filled. Acceptance Categories

The Literacy Instruction graduate certificate program grants acceptance in the following categories:

- **Full Acceptance:** granted to those students who meet all admission requirements.
- **Provisional Acceptance:** granted to those students who have not submitted all required materials but who otherwise have met the admission requirements. Students are allowed one semester to submit remaining credentials and are not eligible for financial aid until full acceptance.
- **Non-degree Acceptance:** reserved for those students who wish to pursue courses for professional development but who do not wish to earn a degree or for those students who have course deficiencies that cannot be remedied within one semester. Students will be admitted to courses on a space available basis. No more than one-third of the semester credits taken in non-degree status can be applied toward a degree in the event that the student wishes to transfer to degree bound status. Students in this category are not eligible for financial aid.

The Certificate in Literacy Instruction program will consider applicants who:

- Submit a completed Graduate Admissions Application form online.
- Have earned a baccalaureate degree from an accredited college or university.
- Have earned a cumulative GPA of 2.8.
- Submit all official transcripts of baccalaureate and graduate coursework.
- Submit a TOEFL (Test of English as a Foreign Language) test scores, including the TWE (Test of Written English) essay rating. A score of 550 on the written test, score of 213 on the computer-based test or a score of 79 on the iBT TOEFL test or a four on the TWE essay rating are required for admission. The British International English Test (IELTS), will also be acceptable, a minimum score of 6.5 is required for admission.

**Certificate in Culturally Responsive Pedagogy**

This 100 percent online program provides opportunities for participants to examine the needs of a changing demographic K-12 student body, reflect upon current educational practices, examine systems of power and create culturally responsive best practice teaching and learning strategies.

At its core, the certificate will help educators and other professionals deeply examine their own ways of thinking and actions that may better prepare...
them to improve student achievement.

This certificate program is designed for educators and other professionals interested in developing strategies that enhance instruction and improve education outcomes for all students, particularly students who maintain marginalized status and face disparities in their educational achievement.

This program consists of four courses that examine demographic trends and achievement disparities, and offer research-based teaching strategies that help meet the needs of a diverse student population.

All courses may be applied toward the Master of Education degree program to meet elective strand requirements. Application Priority Consideration

The application deadline for priority consideration for Fall term is August 1, Spring term is November 15 and Summer term is March 1. Review of completed application files will continue until all open seats for the program are filled.

Admissions Requirements

The Certificate in Culturally Responsive Pedagogy will consider applicants who:

- Submit a completed Graduate Admissions Application form.
- Have earned a baccalaureate degree from an accredited college or university.
- Submit all official transcripts of baccalaureate and graduate coursework.
- Have earned a minimum undergraduate cumulative GPA of 2.8.
- Submit a complete Graduate Teaching Licensure Application Essay.
- Submit two completed Graduate Recommendation forms from someone who has observed your interaction with children and someone who has observed your leadership skills.
- Submit a completed Student Immunization form.
- Submit a TOEFL examination or the Michigan Test score which is required of all international applicants and applicants whose primary language is not English. The minimum TOEFL score of 550 on the paper-based test or 213 on the computer-based test is required. The minimum Michigan Test score of 80 is required.

Acceptance Categories

The Educational Technology graduate certificate program grants acceptance in the following categories:

- Full Acceptance: granted to those students who meet all admission requirements.
- Provisional Acceptance: granted to those students who have not submitted all required materials but who otherwise have met the admission requirements. Students are allowed one semester to submit remaining credentials and are not eligible for financial aid until full acceptance.
- Non-degree Acceptance: reserved for those students who wish to pursue courses for professional development but who do not wish to earn a degree or for those students who have course deficiencies that cannot be remedied within one semester. Students will be admitted to courses on a space available basis. No more than one-third of the semester credits taken in non-degree status can be applied toward a degree in the event that the student wishes to transfer to degree bound status. Students in this category are not eligible for financial aid.

Note: Meeting minimal entrance requirements does not necessarily guarantee admission. Exceptions to minimum criteria may be made at the discretion of the admissions committee. The admissions committee may choose to interview applicants.

Prerequisites

Students must have a baccalaureate degree from an accredited college or university.

Required Courses

- Culturally Responsive Pedagogy - 3 cr.
- Intercultural Development & Competence - 3 cr.
- Creating and Sustaining Culturally Inclusive Learning Communities and Schools - 3 cr.
- Critical Pedagogy: Teaching and Leading for Social Change - 3 cr.
School of Health Sciences

Department of Athletic Training

Athletic trainers are allied health/sports medicine professionals responsible for the prevention, recognition, evaluation, treatment, and rehabilitation/reconditioning of the physically active population. Athletic trainers perform under a physician's direction and are typically employed with professional teams, colleges and universities, high schools, clinics and hospitals, industry, and other various settings.

The program of study is an entry-level MS program. It is intended for students seeking certification and registration or licensure as an athletic trainer. Students must successfully complete 70 graduate credits over 23 consecutive months, including clinical experiences, and other requirements to be awarded the Master of Science in Athletic Training degree.

Students interested in athletic training should be aware that enrollment is competitive and limited to a maximum 16 students per year. Fulfillment of requirements does not guarantee admission. Selection for admission is based on several elements including academic record, professional exploration, essay, recommendations. Interviews will also be required of 3 + 2 candidates. Students must apply as a 3 + 2 candidate or have evidence of a completed bachelor's degree. However, there are no requirements in terms of the prospective student's undergraduate major.

Assistant Professor/Chair: Dr. Hal Strough

General Information

The program is accredited by the CAATE (Commission on Accreditation of Athletic Training Education). Students should be aware they must be a graduate of an accredited program in order to be eligible for the BOC, Inc. (Board of Certification, Inc.) certification exam. Students that complete the exam would also be eligible for licensure/registration in any state throughout the country, except Texas which requires a separate state licensure exam.

Students should anticipate two academic years and two summers of study, the first of two occurring prior to the first academic year. The first summer session will involve academic coursework while the second summer session consists of an internship which must be secured by the student. Required clinical experiences are completed during the two academic years and second summer. These experiences frequently require commitments outside of the normal academic day and semester including evenings and weekends and, in some instances, necessitate personal transportation to clinical sites off campus. Students should keep these realities in mind when considering employment and other extracurricular obligations. They should also anticipate purchasing appropriate clothing for various clinical settings.

MS in 5 Option (AT-MS5)

There will be a maximum of five slots in the program available to students through the MS in 5 option. Students enrolled at CSS may apply for the MS in 5 option during fall of their junior (or equivalent) year. Transfer candidates must complete a minimum of 12 CSS credits prior to application. At the conclusion of the fourth year students will receive a BA in Health Sciences. Requirements for the BA in Health Sciences are as follows:

BA in Health Sciences, Athletic Training Concentration

ATR 3000 Introduction to Athletic Training (2), BIO 2110 Vertebrate Anatomy and Physiology I (4), BIO 2120 Vertebrate Anatomy and Physiology II (4), CHM 1020 Introductory Chemistry for Health Science Majors (4) or CHM 1110 General Chemistry (4), EXP 3331 Exercise Physiology (4), PSC 2001 Physics I (4) or EXP 3322 Biomechanics (4), PSY 3331 Statistics (4), PSY 1105 General Psychology (4).


In addition to the MS in AT application materials required for post-baccalaureate admissions, students must successfully complete the following to merit consideration:

- 3.0 composite GPA and completion of 7 prerequisite courses with a minimum 3.0 GPA and no grades lower than C (C-/CD not accepted).
- One additional recommendation from CSS faculty verifying suitability for graduate studies. No score below 3 is permitted.
- Satisfactory interview with admissions committee.
- Document a minimum 50 hours of exploration with a certified athletic trainer(s). Students admitted on this basis must be prepared to commit full time to study and clinical experiences. Students that are not admitted on this basis may apply as a Post Baccalaureate or Secondary Consideration student as outlined below.

AT Post Baccalaureate Admissions

Students apply directly to the master's program for matriculation following completion of an undergraduate degree. Requirements for admission must
be completed accordingly.

- Provide evidence of at least a 2.8 cumulative and composite prerequisite GPA;
- Submit official transcript(s) of all previous graduate and undergraduate work confirming grades of C (C-/CD not acceptable) or higher in all individual prerequisite courses. These courses must be completed prior to matriculation;
- Provide evidence of professional exploration that reflects the breadth and depth of practice settings for athletic trainers (a minimum of two athletic training practice settings addressing the needs of distinct patient populations);
- Complete a Master's of Athletic Training essay;
- Submit a minimum two Graduate Recommendation Forms, at least one of which must come from the athletic trainer who oversaw the majority of your exploration and one from a faculty in a major or science course; and
- Consideration of transfer credits is done on an individual basis.

**Conditional Admissions**

Students in category #2 may be considered if there are vacant slots and the candidate falls below minimum requirements in one or more categories but otherwise shows potential for satisfactory performance in the graduate program. Students must address any deficiencies on their essay.

Post Baccalaureate applications will be reviewed on a rolling basis beginning Jan. 15 while MS in 5 applications are due Nov. 15. Upon acceptance, entry into the program begins in June. Once in the program, students must be enrolled full time, and all courses and clinical experiences must be successfully completed in the required sequence. Alterations in progression may be considered on an individual basis.

**Courses**

**ATR 5006 - Athletic Training Learning Community - 1 cr.**
An integrated experience designed to orient students to the athletic training profession as well as graduate student life and progress them successfully into the Master's program. The course will include an initial orientation; weekly meetings to discuss progress and pertinent professional issues; and one-on-one and group activities to acclimate students to successful completion of graduate studies.

**ATR 5007 - Activity Injury Management and Terminology - 2 cr.**
An introduction to injury terminology, prevention and treatment strategies. Injury prevention principles and methods will be addressed including preventive taping, wrapping, and bracing; equipment selection and fitting; use of cryotherapy and thermotherapy; flexibility and warm-up; and assessment of inclement weather.

**ATR 5008 - Introduction to Research and Statistics - 1 cr.**
An introduction to research and statistics in the athletic training profession that provide a foundation for evidence based practice. The student will learn to access electronic databases, differentiate between research methodologies, understand basic statistical procedures, and begin to critically analyze experimental research. Students will be introduced to epidemiological principles and measures as well as common patient outcome measures.

**ATR 5505 - Kinesiology & Biomechanics - 2 cr.**
Provides students with the foundational knowledge for understanding normal human movement. Emphasis is placed on biomechanics, joint structure and function, and muscle activity throughout the human body in concert with topics covered in human anatomy. Students explore the interaction of various joints and movement through common activities of daily living.

**Corequisite Course:**

**ATR 5510 - Functional Anatomy - 4 cr.**
An advanced, regional, musculoskeletal anatomy course that emphasizes the study of functional relationships among musculature, nervous tissue, vascular, and skeletal components for the extremities and axial skeleton. Cadaver dissection laboratory experience is used to enhance understanding of three-dimensional anatomical relationships for specific body regions.

**Corequisite Course:**

**ATR 6002 - Evaluation & Management: Lower Extremity and Lumbar Spine - 3 cr.**
An in-depth study of injuries to the lower extremity and lumbar spine including mechanism/etiology, signs, symptoms, treatment, and management will be undertaken. Evaluation procedures will be presented, practiced, and evaluated. History, inspection/observation, palpation, assessment of motion, special testing, gait analysis, posture analysis, and functional assessment will be included.

**ATR 6003 - Foundations of Neuromuscular Function - 2 cr.**
A study of neuroanatomical structures and functions, neuropathology underlying specific clinical conditions, and theories supporting clinical treatment. Central and peripheral nervous systems are addressed at macro and micro levels. Specific focus will be on proprioception, neuromuscular, sensory, and cranial nerve function.

ATR 6007 - Clinical Applications of Movement Analysis - 2 cr.
Will explore injury prevention and risk management among active populations, as well as the assessment of musculoskeletal injuries from a biomechanical perspective. Students will investigate how physics principles can be applied to quantitatively and qualitatively assess movement of the human body. Biomechanical analysis will then be used to identify, explain, and address pathomechanics that result in decreased athletic performance or injury.

ATR 6009 - Evaluation & Mgt: Emergent - 3 cr.
An in-depth study of medical emergencies and acute conditions in physical activity settings. Students will become prepared to respond to situations necessitating cardiopulmonary resuscitation, automated external defibrillation, and other lifesaving techniques. Students will implement treatment algorithms, patient stabilization, and transport methods.

ATR 6010 - Conditioning and Rehabilitation I - 3 cr.
An introduction to the theory and science underlying strength training, conditioning, and rehabilitation for physically active individuals with a focus on training and conditioning. Elements including phase of training; strength, and conditioning; and activity requirements will be stressed. Systems (cardiovascular, musculoskeletal) and bodily regions (knee, ankle, etc.) will be integrated. Lab activities will focus on strength training, conditioning, and assessment of associated variables.

ATR 6011 - Career Development - 0 cr.
A seminar designed to assist students in preparing materials for career searches and being prepared to successfully navigate the career search process. Materials including a cover letter, resume, and mock interview analysis will be created.

ATR 6100 - Beginning Clinical in AT - 2 cr.
The first of two clinical experiences for first-year athletic training students. Students will complete competencies, proficiencies, and clinical experiences commensurate with their level in the program under an assigned clinical instructor. Injury prevention will be the predominate focus of this experience.

ATR 6101 - Intermediate Clinical in ATR - 2 cr.
The second of two clinical experiences for first-year athletic training students. Students will complete competencies, proficiencies, and clinical experiences commensurate with their level in the program under an assigned preceptor. Lower extremity injury evaluation, athletic conditioning techniques, and emergency care will be the primary focus.

ATR 6200 - Athletic Training Seminar - 0 cr.
An overview of selected topics pertinent to athletic training and sports medicine. Guest presenters from the allied health and medical communities will be the primary delivery mode. Students will register for course all 4 semesters.

ATR 6203 - Professional Development I: Professional Communication - 1 cr.
First in a three course series designed to facilitate professional growth. The course will include documentation and communication and a multifaceted developmental assessment of progression in identified foundational development areas. Students will be expected to exhibit beginning level behaviors in all areas for progression to the next level.

ATR 6204 - Professional Development in Athletic Training II: Screening, Diagnosis, and Treatment - 1 cr.
Second in a three course series designed to facilitate professional growth. The course will include miscellaneous issues and interventions related to sports medicine and a multifaceted developmental assessment of progression in identified foundational development areas. Students will be expected to exhibit beginning level behaviors in all areas and some intermediate behaviors for progression to the next level.

Prerequisite Course: ATR 6203

ATR 6501 - Evaluation/Mgt: Upper Extremit - 3 cr.
An in-depth study of injuries to the upper extremity, trunk, and head/c-spine including mechanism/etiology, signs, symptoms, treatment, and management will be undertaken. Evaluation procedures will be presented, reviewed, practiced, and evaluated. Students will be expected to
successfully conduct a history, inspection/observation, palpation, assessment of motion, special testing, postural analysis, and functional assessment of the upper extremity, trunk, and head.

**ATR 6502 - Therapeutic Modalities - 2 cr.**
A review of the underlying chemistry and physics followed by in-depth study of physiological effects, indications, contraindications, and techniques of application necessary to select and utilize common therapeutic modalities in the allied health care setting. Appropriate patient position and modality set-up/application for optimal therapeutic effect will be stressed.

**ATR 6509 - Research Concepts and Proposal Development - 2 cr.**
The student will be required to conceive a topic appropriate for study, conduct a brief literature review, and devise appropriate methodology to answer the question(s) of interest. Students will also learn appropriate research concepts to collect data, interpret statistics, devise projects, and critique non-experimental research. At the conclusion of the course students will have developed a thesis prospectus sufficiently detailed for IRB (Institutional Review Board) consideration and beginning a project utilizing AMA (American Medical Association) guidelines.

**ATR 6510 - Conditioning and Rehabilitation II - 3 cr.**
An introduction to the theory and science underlying strength training, conditioning, and rehabilitation for physically active individuals. Elements including phase of training and/or tissue healing/repair; indications/contraindications of rehabilitation, strength, and conditioning; and activity requirements will be stressed. Systems (cardiovascular, musculoskeletal) and bodily regions (knee, ankle, etc.) will be integrated.

**ATR 6511 - Biophychosocial Issues and Interventions - 2 cr.**
An introduction to biopsychosocial issues impacting the physically active. The interaction between mind and body will be the primary focus. The student will identify the appropriate role of the athletic trainer and identify when circumstances warrant referral to other healthcare/mental health providers.

**ATR 6512 - Healthcare Information Technology - 1 cr.**
A study of health information technologies with potential utility in athletic training clinical settings. The student will be prepared to identify and utilize appropriate technology to facilitate patient care.

**ATR 6570 - Clinical Reasoning & Decision Making - 1 cr.**
A lab-intensive course serving as a capstone to an athletic training student's first clinical year in the athletic training program that is intended to identify individual strengths and weaknesses in clinical skills and abilities prior to progression to the second clinical year. Clinical decision-making and exploring rationale for clinical judgments in the areas of orthopedic diagnosis, emergency care, therapeutic interventions, and rehabilitation will be emphasized.

**ATR 6525 - Pre-Season Clinical in Athletic Training - 1 cr.**
The pre-season clinical experience for athletic training students entering their second-year in the athletic training program. Students will complete clinical skills in pre-season athletics patient settings under the supervision an assigned preceptor during a concentrated period of time in August. Integration of all athletic training skills previously learned, clinical decision-making for orthopedic patient cases, and on-field assessment and emergency care will be the focus.

**ATR 6777 - Special Topics - 1-4 cr.**
Topics.

**ATR 6704 - Eval & Mgt: General Medicine - 3 cr.**
A study of pathology and common disorders of the organ systems. Focus is on etiology, signs, symptoms, evaluation, and treatment of such disorders. Students will be exposed to the appropriate knowledge base and skills needed to perform basic assessments. The focus will be on differential diagnosis and making appropriate referral decisions to other healthcare providers as warranted. Screening and determination of a safe physical condition for activity will also be considered.
ATR 7006 - Leadership & Admin in ATR - 3 cr.
An introduction to administrative and professional practices concerning operations and personnel as they apply specifically to the athletic training setting. Additional study of topics includes leadership, development of policies/procedures, employment issues, facility design and development, and legal concerns. The course will culminate in creation of an operations binder to be combined with the project produced in ATR 7505.

ATR 7008 - Diagnostic & Orthopedic Applic - 2 cr.
An overview of common diagnostic, office sports medical, and surgical preparation procedures. These procedures are typically found in clinical settings and are used to supplement traditional practices by athletic trainers. The knowledge base and skills addressed encompass those performed by orthopedic and surgical technicians.

ATR 7009 - Manual and Mechanical Interventions - 2 cr.
Theory, clinical and scientific rationale, and application of mechanical and manual therapy techniques to address dysfunction in the physically active population. Application of manual and mechanical therapy skills in clinical practice will be emphasized heavily with consideration for indications and contraindications.

ATR 7010 - Nutritional and Pharmacological Interventions - 2 cr.
An overview of nutritional and pharmacological approaches to enhanced performance, healing, and recovery in physically active populations. The overall focus will be on application to clinical practice. Students will perform basic nutritional assessment, interpret findings, and make suggestions for change.

ATR 7100 - Intermediate Clinical ATR II - 2 cr.
The first clinical experience for second-year athletic training students. Students will complete competencies, proficiencies, and clinical experiences commensurate with their level in the program under an assigned clinical instructor. Emergency care, upper extremity evaluation, modalities, and rehabilitation will be the primary focus.

ATR 7101 - Advanced Clinical in ATR - 2 cr.
The second of two clinical experiences for second-year athletic training students. Students will complete competencies, proficiencies, and clinical experiences commensurate with their level in the program under an assigned clinical instructor. General medical assessment and integration of all athletic training skills previously learned within curriculum will be the focus.

ATR 7202 - Professional Development III: Issues and Interventions - 1 cr.
Third in a three-course series designed to facilitate professional growth. The course will include issues related to populations across the lifespan in sports medicine and a multifaceted developmental assessment of progression in identified foundational development areas. Students will be expected to exhibit intermediate behaviors for progression to the next level.

Prerequisite Course: ATR 6204

ATR 7504 - Advanced Tech in ATR - 1-4 cr.
An introduction to advanced studies and techniques. Students will review appropriate theories and practice skills and techniques related to one or more of the athletic training practice domains. Topic areas will be offered on a rotating basis and typically include an emphasis on either evaluation, rehabilitation, or therapeutic modalities.

ATR 7505 - Healthcare Entrepreneurship and Innovation - 3 cr.
An introduction to the US healthcare system and principles of demonstrating value in healthcare. Students will learn foundational principles, financial operations, and strategies to innovate and create new applications in healthcare. The course will culminate in students devising a business plan for a mock organization or venture.

ATR 7508 - Conditioning & Rehab III - 2 cr.
Culminating course in Conditioning and Rehabilitation. Elements of common orthopedic surgical procedures and implications for rehabilitation will be addressed. Periodization of training encompassing conditioning, rehabilitation, and post-surgical rehabilitation phases will be outlined. Students will develop a final comprehensive program encompassing all phases.

ATR 7555 - Internship - 1-8 cr.
Internship

ATR 7888 - Master's Thesis in ATR - 1-3 cr.
The student will prepare a complete thesis project. The student will collect data then analyze and formulate data supported conclusions. They will then produce a manuscript and meet college requirements for a thesis. Students have the option of selecting 7888 or 7980. This option is best suited for those electing to focus on doctoral studies and a career as a researcher. Prerequisites also include an approved IRB (Institutional Review Board) application.

Prerequisite Course: ATR 7002

ATR 7980 - Capstone Project in ATR - 2 cr.
The student will complete a culminating evidence based project related to the field of athletic training. Options will include, but are not limited to, case studies, literature review, group research project, etc. Students have the option of selecting 7888 or 7980. This option is best suited for those electing to focus on a career in clinical practice.

ATR 7999 - ATR Independent Study - 1-8 cr.
Independent Study.

Master of Science in Exercise Physiology

Purpose
The Master of Science degree program in Exercise Physiology is designed to prepare students to access key positions in the health, fitness, athletics, rehabilitation and research fields and to empower them with the knowledge and hands-on experiences to make a successful transition into post-graduate work. Students are encouraged to think critically and apply evidenced-based practices to address health and fitness issues.

Program Description
The program consists of classroom and laboratory courses designed to develop exercise physiologists as critical thinkers, healthcare professionals, and researchers. Students will be prepared to assist in the ongoing development of programs in health and wellness, cardiopulmonary rehabilitation, hospital-based clinical research and fitness programs that evaluate athletes and human performance activities. The program also prepares the students for advanced graduate work. The full-time Exercise Physiology graduate program is a 32-credit concentrated one-year academic degree. Students begin the program in the fall semester and are scheduled to complete the degree at the end of the summer session.

Admission Requirements
Students must possess a bachelor's degree from an accredited college or university. A major or a concentration in exercise physiology or exercise science is preferred. Students should have undergraduate course work in the science areas including kinesiology and exercise physiology. When these courses are lacking, it is expected that students will make up the deficiencies. A student may be admitted to the program contingent upon successful completion of undergraduate deficiencies. Although not a prerequisite, it is strongly recommended that applicants have some academic background in statistics, research methods, anatomy, physiology, and chemistry.

Applicants must have a GPA of 2.8 in undergraduate coursework and have completed (or will complete) a baccalaureate degree prior to enrolling in this program. The application is online and can be found with detailed instructions on the Graduate Admissions page for Exercise Physiology. An essay describing career goals, previous experiences, and research interests is uploaded to the online application. The application also requests contact information for two people who can submit recommendations on the applicant's behalf. Official transcripts of baccalaureate and graduate coursework must be mailed from each institution attended directly to the Graduate Admissions Office.

Degree Requirements
Students enrolled on a full-time basis must complete all courses in sequence. Part-time students must consult with the chair of the department to identify the appropriate course(s) to take each semester. Following completion of the academic component of the program (24 credits), the student chooses either the internship track or the thesis track (8 credits each). Internship experiences will be arranged through the program's clinical coordinator at places of interest throughout the United States.

Credit towards the degree will be given for courses with a grade of "C" or better; students are expected to maintain a minimum cumulative grade point average of 3.0 during both semesters. If approved by The College of St. Scholastica, a maximum of six graduate semester credits may be transferred from an accredited graduate program. Once enrolled in the program, students must receive prior approval from the chair of the department for the course(s) to be taken at another university with the expectation of transfer. Evidence of progress means registration in a minimum of one course per semester during the academic year. The Master of Science in Exercise Physiology graduate program must be completed within seven years. Credits more than seven years old as of the date of graduation will not count toward the degree.

Student Learning Outcomes:
Upon completion of the Masters Degree in Exercise Physiology at The College of St. Scholastica, the graduate will be able to:
1. Analyze the three dimensional relationship of anatomical structures (muscle, bone, nerves, blood vessels) at specific body regions for function.
2. Prescribe appropriate exercise protocols (prescriptions) for individuals across the human spectrum (age, gender, athletes, diseased, etc.).
3. Select and perform the appropriate cardiopulmonary, cardiovascular and/or musculoskeletal assessments across the human spectrum with a focus on test selection and administration, pre-participation screening and risk stratification, risk management, emergency response procedures, and evaluation of results.
4. Compare the human body's adaptation to acute and chronic exercise under standard and nonstandard environmental conditions with respect to variations in physiological variables and regulatory mechanisms across the human spectrum.
5. Demonstrate professional behavior and effective written and oral communication skills in academic and professional settings.

The Exercise Physiology academic program consists of the following graduate courses:

**EXP 6521: Functional Anatomy 3 cr.**
An advanced, regional, musculoskeletal anatomy course that emphasizes the study of functional relationships between musculature, nervous tissue, vascular, and skeletal components for the extremities and axial skeleton. Cadaver dissection laboratory experience is used to enhance understanding of three dimensional anatomical relationships for specific body regions.

**EXP 6522: Biochemistry, Nutrition and Exercise 3 cr.**
Principles of biochemistry and metabolic processes in relation to nutrition and exercise. Basic elements of carbohydrate, lipid and protein metabolism and their role in providing energy, building/repairing tissues and regulating metabolic processes during physical activity. Impact of nutrition on health, fitness and athletic performance. Regulation of cellular metabolism at the level of DNA replication through transcription to RNA and translation for protein synthesis. Effectiveness, ethical considerations, and the proposed biochemical/physiologic mechanisms of the most prevalent ergogenic aids used to enhance athletic performance.

**EXP 6531: Applied Exercise Physiology 3 cr.**
The human body's adaptation to acute and chronic exercise, including hormonal responses, under standard and nonstandard environmental conditions. Physiological variables are contrasted based on age and gender. Laboratory sessions are used to collect data to physiologically profile the human response to selected stressors.

**EXP 6532: Physiological Assessment 3 cr.**
Prepares students to successfully carry out various physical assessments across the population spectrum with a focus on test selection and administration, preparticipation screening and risk stratification, risk management, emergency response procedures, and evaluation/interpretation of test scores.

**EXP 6535: Cardiovascular Physiology 3 cr.**
Normal functioning of the cardiovascular system especially the integrative aspects of cardiovascular control and regulation in humans; cardiovascular responses to physiological (e.g., orthostasis, exercise) and pathological (e.g., hypertension, cardiac failure) situations.

**EXP 6536: Clinical Exercise Physiology 3 cr.**
Pathophysiology of common chronic diseases for which exercise has been shown to be a therapeutic benefit including diseases associated with the cardiovascular, pulmonary, musculoskeletal, metabolic, neurological, and immune systems. Focus is on preparing students to work with clinical and special populations in medical and nonmedical settings.

**EXP 6538: Exercise Testing and Electrocard 3 cr.**
Graded exercise testing using different test modes and protocols; pre-participation screening procedures; contraindications and termination criteria
for exercise testing; emergency procedures and risk management. Emphasis is also placed on the importance of resting and exercise electrocardiogram interpretation for the identification of arrhythmias and other heart-related abnormalities.

**EXP 6542 - Strength Training & Conditioning - 3 cr.**
Lays the foundation for the safe and appropriate prescription of exercise and physical activity necessary to enhance musculoskeletal strength, power and endurance as well as cardiovascular fitness and aerobic capacity.

**EXP 6555 - Internship - 8 cr.**
A semester internship in an off-campus setting, including but not limited to cardiac rehabilitation, pulmonary rehabilitation, adult fitness and training, corporate fitness or a clinical research institution. While off-campus, the student is supervised by an exercise physiologist or a practicing clinician. All internship activities are monitored by the clinical coordinator in the Department of Exercise Physiology.

**EXP 6888 - Thesis - 4-8 cr.**
The student writes and submits a research proposal to an advisor and/or the chair of the department of Exercise Physiology and the College's Institutional Review Board. If accepted, the first three chapters of the thesis (introduction, review of related literature, and methods) are written. The student collects, analyzes and interprets the data, then writes the final thesis chapters (e.g., results, discussion, and conclusions).

**Master of Science in Health Information Management**

The Health Information Management (HIM) discipline is focused on ensuring the integrity of health care information and the confidentiality of that information. Today's HIM professionals team with technology professionals and healthcare clinicians and administrators to develop, implement and maintain software and data systems that support efficient work processes and provide authorized access to pertinent information for use in patient care, education and research.

Department Chair: Ryan Sandefer, MA, CPHIT
Program Director: Amy Watters, MA, RHIA, FAHIMA

**Programs**

Master of Science in Health Information Management

The HIM graduate program is structured to facilitate the career advancement of practicing health information management professionals and to facilitate the growth of those committed to joining the health information discipline as new healthcare professionals. The program is offered in a distance learning format, with courses conducted primarily online, and one, one-week onsite capstone session required on campus in Duluth, Minnesota. It emphasizes quality health care data and information as the foundation for organizational information and knowledge management systems. The curriculum is designed to prepare professionals to thrive in an information-driven healthcare environment. It prepares individuals for responsibilities in areas such as health care data resources administration, health care data privacy and security oversight, strategic and operational information resource planning, clinical data analysis, information systems development and implementation.

St. Scholastica's Master of Science in Health Information Management program was the first in the nation to be approved by the American Health Information Management Association (AHIMA) in December 2001, and later accredited by CAHIIM, the Commission on Accreditation for Health Informatics and Information Management Education, in 2011. As a result, completion of the MS in HIM Program grants eligibility to take the Registered Health Information Administrator (RHIA) credentialing examination offered by AHIMA.

To accommodate those who are new to the HIM profession as well as those who are already credentialed in the field, the program is designed to allow two different entry points. Non-credentialed students begin with the credential track which provides foundational course work to prepare the student to sit for the RHIA exam leading to completion of the MS in HIM. Students who are already credentialed enter the program through the advanced track.

**Credential Track**

The credential track begins with undergraduate courses to prepare students for the RHIA exam and provide a foundation for progression to the graduate-level courses.

**Required courses:**

- Graduate: HIM 6501*, HIM 6502*, HIM 6505*, HIM 6506*, HIM 6508, HIM 6509*, HIM 6523, HIM 6524, HIM 6530, HIM 6532*, HIM 6545, CIS 6113 and 2 courses from either Plan A or Plan B

**Plan A (research-focus/FAP completion):** HIM 6535, HIM 6536
**Plan B (content-focus/choose 2 electives):** HIM 6511, HIM 6529, HIM 6531, HIM 6533, HIF 6230, HIF 6537, CIS 6208

Total required credits: 70
*These courses cover the RHIA competencies as specified by CAHIIM. Upon successful completion of these courses (48 credits), the student is eligible to sit for the RHIA exam.

**Advanced Track**

**Required courses:** HIM 6501, HIM 6502, HIM 6505, HIM 6506, HIM 6508, HIM 6509, HIM 6523, HIM 6524, HIM 6530, HIM 6532, HIM 6545, CIS 6113 and 2 courses from either Plan A or Plan B

**Plan A** (research-focus/FAP completion): HIM 6535, HIM 6536

**Plan B** (content focus/choose 2 electives): HIM 6511, HIM 6529, HIM 6531, HIM 6533, HIF 6230, HIF 6537, CIS 6208

Total required credits: 40

**Certificates**

The MS in HIM program offers a graduate level certificate designed to prepare healthcare professionals for responsibilities associated with planning, developing, implementing, using and/or evaluating computer-based data and information systems to their daily practice environments. This program is offered in a distance learning format and generally can be completed in three semesters or less. The courses that comprise the certificate program may also be applied to the department's Master's degree program.

**Health Information Management and Exchange**

This program focuses on the collection, management, exchange, and analysis of electronic health information in a secure and confidential manner. Required courses: HIM 6501, HIM 6502, HIM 6505, HIM 6509, HIM 6511, HIM 6533.

Total required semester credits: 18

**Departmental policies**

Applicants must submit:
- Official transcripts of all college coursework;
- An essay describing work experience and career goals;
- A completed Computer Competency form and;
- Two completed Graduate Recommendations.

**Admission**

For all programs, students must possess a bachelor's degree from an accredited college or university. Applicants with international transcripts or non-citizen status should consult with an Admissions Representative for additional requirements.

A cumulative undergraduate grade point average of 3.0 or better on a 4.0 system is required. The Graduate Record Exam (GRE) or Graduate Management Admissions Test (GMAT) is not required, but may be requested if the applicant's GPA is below 3.0. All prerequisite course work must be completed with a grade of "C" or above.

**Retention**

Credit toward the degree or certificate will be given for courses with a grade of "C" or better; students are expected to maintain a minimum cumulative grade point average of 3.0. A maximum of six graduate semester credits may be transferred from another college or university if approved by The College of St. Scholastica. The Master's degree program and each of the certificate programs must be completed within seven years. Credits more than seven years old as of the date of graduation will not count toward the degree or certificate completion.

**Departmental Outcomes**

The MS in HIM Program prepares and challenges students to:

- Acquire advanced knowledge and skills in healthcare data, information, and knowledge management.
- Evaluate, select, and implement information technologies to manage healthcare data resources.
- Leverage health information to drive integrated clinical and administrative decision-making, strategic planning, and outcomes management.
- Take the leadership role in establishing an organizational culture that embraces the ethical use of confidential information and information technologies.
- Introduce appropriate change management strategies while leading organizations toward the use of excellent health information technology systems.
- Apply effective communication skills and strategies in interactions with multidisciplinary and multi-facility professionals.
- Assume increasingly challenging administrative positions in complex provider organizations and related entities in the healthcare arena.
- Thrive professionally in a practice environment that is undergoing fundamental change.

The Health Information Management and Exchange certificate program prepares and challenges students to:

- Acquire advanced knowledge of the principles and legal/regulatory requirements of healthcare data and information management.
- Evaluate, select, and implement information technologies to manage healthcare data resources and create efficient work processes.
Leverage health information to drive integrated clinical and administrative decision-making.

Take an active role in creating an organizational culture that embraces the ethical use of confidential information and information technologies.

Facilitate the exchange of health information in a secure manner.

Apply effective communication skills and strategies in interactions with multidisciplinary and multi-facility professionals.

Thrive professionally in a practice environment that is undergoing fundamental change.

### Master of Science in Health Informatics

Health informatics is a field that focuses on the storage, use, and analysis of healthcare data. Health informatics adapts theories and methods from various disciplines including computer science, information sciences, and healthcare. Professionals in Health Informatics design and use information systems and data to improve the quality, effectiveness and efficiency of patient care. Thus, these professionals must have knowledge of the processes and tools used to record, store and analyze healthcare data. Particularly, they must have a deep understanding of electronic health records, databases, data analytics, data standards, clinical vocabularies, system design/software development, and the healthcare system.

Department Chair: Ryan Sandefer, MA, CPHIT
Program Director: David Marc, MBS, CHDA

### Program

The Health Informatics graduate program is structured as a flexible, distance learning, online program that accommodates working professionals to pursue an advanced degree in the healthcare field. Students engage in coursework using an online learning management system, which is accessible from the student's home computer. Course content is provided with recorded online lectures, readings, interactive activities, and some courses offer periodic live web-based sessions. Many of the courses are offered in an accelerated 8-week format versus the traditional 16-weeks. This way, students can expedite their graduate studies and progress their career forward.

The Master of Science in Health Informatics requires the completion of 42 credits. Students must complete the required online course work and a final applied project that includes a research paper and presentation. Students can expect to obtain exposure to a variety of health information technology applications including electronic health record systems, databases management software, computer-programming languages, and statistical software. Students take courses that emphasize the foundations of health informatics, healthcare delivery, project management, health information technology, data management, medical vocabularies, data analytics, database methods, computer security, software development, consumer informatics, and human factors. For more information about the required coursework, visit the [MS Health Informatics webpage](#).

### Departmental policies

Applicants must submit:

- Official transcripts of all college coursework; an essay describing work experience and career goals; two completed Graduate Recommendations.

**Admission**

Students must possess a bachelor's degree from an accredited college or university. Applicants with international transcripts or non-citizen status should consult with an Admissions Representative for additional requirements.

A prerequisite to be admitted into the program is demonstrated coursework in statistics.

A cumulative undergraduate grade point average of 3.0 or better on a 4.0 system is required. The Graduate Record Exam (GRE) or Graduate Management Admissions Test (GMAT) is not required, but may be requested if the applicant's GPA is below 3.0. All prerequisite course work must be completed with a grade of "C" or above.

**Retention**

Credit toward the degree will be given for courses with a grade of "C" or better; students are expected to maintain a minimum cumulative grade point average of 3.0. A maximum of six graduate semester credits may be transferred from another college or university, if approved by The College of St. Scholastica. The Master's degree program must be completed within seven years. Credits more than seven years old as of the date of graduation will not count toward the degree or certificate completion.

**Departmental Outcomes**

The MS in Health Informatics Program prepares and challenges students to:

- Describe the flow of data within the US healthcare system.
- Develop and assess information systems and processes to improve quality, effectiveness and efficiency of care.
- Design and maintain medical databases, computer networks, and internet or multimedia applications.
- Analyze data to assess facility performance, reporting, and for research purposes.
- Design and assess evidence-based protocols based on available data.
• Interpret terminologies, standards, and classification systems.
• Enhance the quality and uses of data within the health care industry.
• Interpret governmental regulations related to patient data and quality reporting.
• Comply with standards and regulations regarding health information.
• Evaluate the impact of information technology on the clinical process, clinical outcome, organizations, and resources.
• Work collaboratively with others to meet demands of healthcare organizations and key stakeholders.

Courses

HIF 6010 - Foundations Health Informatics - 3 cr.
An introduction to the US healthcare system and the role of informatics. Examines clinical, research, and administrative applications of information technology applications used by healthcare professionals. The course will cover the history of the field, an introduction to clinical data, electronic health records, decision support systems, computerized order entry, and consumer applications.

HIF 6210 - Health Information Technology in Practice - 3 cr.
Prepares students to appraise, implement, and optimize Electronic Health Record (EHR) technology to support the utilization and management of clinical information. Students will describe information infrastructure, data, and databases; employ processes for implementing healthcare information systems and clinical decision support tools; relate privacy and security issues to healthcare information; and explain personal health records and EHR applications used in acute, ambulatory, and specialty services.

HIF 6220 - Advanced Biostatistics and Health Analytics - 3 cr.
Examines and applies analytic methods, data handling, and data cleansing techniques to ensure quality analyses. Applies current theoretical models and research to clinical practice to gain new knowledge from data. Requires students to use a myriad of analytic tools for analyzing healthcare data with statistics, data visualization, data mining, and report generation.

Prerequisite Course: HIM 6508

HIF 6230 - Human Factors and Usability Assessment - 3 cr.
Explore human factors principles and the application of usability assessments for the development and use of health information technology by clinicians and patients. The course covers the role of human factors and human-computer interactions in medicine, usability assessments and user-centered design, and theories of cognition, memory, and technology.

HIF 6240 - Consumer Health Informatics - 2 cr.
Examine the field of consumer health informatics and apply analytic methods, system analysis and design, and research methods to address issues related to patient use of health information for individual decision-making. Students will also apply current theoretical models and research to gain knowledge regarding the information structures that facilitate patient engagement.

HIF 6537 - Systems Design and Software Development - 3 cr.
Introduction to computer programming with a focus on the phases of the systems development life cycle. Topics include: preliminary investigation, physical and logical documentation, detailed investigation of requirements and alternative specifications, analysis and design techniques, implementation considerations, development of logical and physical data flow diagrams, data modeling, prototyping, and tools.

Certificates in Health Informatics and Information Management

These graduate certificates are offered in a distance-learning format and generally can be completed in three semesters or less. The courses that comprise these certificate programs may be applied to the department's master's degree programs.

Health Informatics Certificate

The Graduate Certificate in Health Informatics requires the completion of 18 credits. The Health Informatics Certificate provides an opportunity for students to explore the field of health informatics by completing coursework in the foundations of health informatics, medical vocabularies, data analytics, software development, and database methods. The prerequisite to be admitted into the certificate program is demonstrated coursework in statistics. For more information about the required coursework, please visit the Health Informatics Certificate webpage.
Health Information Management and Exchange Certificate

The Graduate Certificate in Health Information Management and Exchange requires the completion of 18 credits. The certificate focuses on the collection, management, exchange, and analysis of electronic health information in a secure and confidential manner. The prerequisite to be admitted into the certificate program is demonstrated coursework in concepts and principles of health information management, health information management technologies, and the U.S. healthcare system. For more information about the required coursework, please visit the Health Information Management and Exchange Certificate webpage.

Departmental policies

Applicants must submit:
Official transcripts of all college coursework; An essay describing work experience and career goals; Two completed Graduate Recommendations.

Admission

Students must possess a bachelor's degree from an accredited college or university. Applicants with international transcripts or non-citizen status should consult with an Admissions Representative for additional requirements.

A cumulative undergraduate grade point average of 3.0 or better on a 4.0 system is required. The Graduate Record Exam (GRE) or Graduate Management Admissions Test (GMAT) is not required, but may be requested if the applicant's GPA is below 3.0. All prerequisite course work must be completed with a grade of "C" or above.

Retention

Credit toward the degree will be given for courses with a grade of "C" or better; students are expected to maintain a minimum cumulative grade point average of 3.0. A maximum of three graduate semester credits may be transferred from another college or university, if approved by The College of St. Scholastica. The certificate program must be completed within seven years. Credits more than seven years old as of the date of graduation will not count toward the degree or certificate completion.

Brief Description of the Discipline

Health Information Management (HIM) and information technology (IT) are essential, complementary disciplines in the healthcare environment. HIM is focused on ensuring the integrity of health care information and the confidentiality of that information while teaming with technology professionals, healthcare clinicians and administrators to develop, implement and maintain software and data systems that support efficient work processes and provide authorized access to pertinent information for use in patient care, education and research. IT focuses on identifying technological solutions to business problems and implementing these solutions efficiently and effectively. As a joint venture, these two disciplines are critical to facilitating the transition, implementation and management of health information systems and leading organizations into the future of health care and technology.

Program Directors: Amy Watters, MA, RHIA, FAHIMA & Brandon Olson, PhD, PMP

Programs

Master of Science in Health Information Management and IT Leadership (HIM/ITL)

The HIM/ITL graduate program is structured to facilitate the career advancement of practicing health information management and information technology professionals; however, it has evolved to also facilitate the growth of those committed to joining the health information discipline as new healthcare professionals. The program is offered in a distance learning format, with courses conducted primarily online, and two one-week onsite intensive sessions required on campus in Minnesota or California. It emphasizes quality health care data and information as the foundation for organizational information and knowledge management systems. The curriculum is designed to prepare professionals to thrive in a technology and information-driven healthcare environment. It prepares individuals for responsibilities in areas such as health care data resources administration, health care data privacy and security oversight, strategic and operational information resource planning, clinical data analysis, information systems development and implementation.

St. Scholastica's Master of Science in Health Information Management program was the first in the nation to be approved by the American Health Information Management Association (AHIMA) in December 2001, and later accredited by CAHIIM, the Commission on Accreditation for Health Informatics and Information Management Education, in 2011. As a result, completion of the MS in HIM/ITL Program grants eligibility to take the Registered Health Information Administrator (RHIA) credentialing examination offered by AHIMA.

To accommodate those who are new to the HIIM profession as well as those who are already credentialed as a RHIA, the program is designed to allow two different entry points. Non-credentialed students begin with the credential track which provides foundational course work to prepare the student to sit for the RHIA exam leading to completion of the MS in HIM. Students who are already credentialed enter the program through the advanced track.

Credential Track
The credential track begins with undergraduate courses to prepare students for the RHIA exam and provide a foundation for progression to the graduate-level courses.

Required courses:
Graduate: HIM 6501*, HIM 6502*, HIM 6505*, HIM 6506*, HIM 6508, HIM 6509*, HIM 6523, HIM 6524, HIM 6530, HIM 6532*, HIM 6545, CIS 6101, C6 6105, CIS 6113, PRM 6119, CIS 6208, CIS 6248, CIS 6575 and 2 courses from either Plan A or Plan B

Plan A (research-focus/FAP completion): HIM 6520, HIM 6522
Plan B (content-focus/choose 2 electives): HIM 6511, HIM 6529, HIM 6531, HIM 6533, HIM 6540, CIS 6208

Total required credits: 88

*These courses cover the RHIA competencies as specified by CAHIIM. Upon successful completion of these courses (48 credits), the student is eligible to sit for the RHIA exam.

Advanced Track
Required courses: HIM 6501, HIM 6502, HIM 6505, HIM 6506, HIM 6508, HIM 6509, HIM 6523, HIM 6524, HIM 6530, HIM 6532, HIM 6545, CIS 6101, CIS 6105, CIS 6113, PRM 6119, CIS 6208, CIS 6248, CIS 6575 and 2 courses from either Plan A or Plan B

Plan A (research-focus/FAP completion): HIM 6520, HIM 6522
Plan B (content-focus/choose 2 electives): HIM 6511, HIM 6529, HIM 6531, HIM 6533, HIM 6540, CIS 6208

Total required credits: 58

Departmental policies
Applicants must submit:

- Official transcripts of all college coursework;
- An essay describing work experience and career goals;
- A completed Computer Competency form and;
- Two completed Graduate Recommendations.

Admission
For all programs, students must possess a bachelor's degree from an accredited college or university and have two years experience with information technology systems. Applicants with international transcripts or non-citizen status should consult with an Admissions Representative for additional requirements.

A cumulative undergraduate grade point average of 3.0 or better on a 4.0 system is required. The Graduate Record Exam (GRE) or Graduate Management Admissions Test (GMAT) is not required, but may be requested if the applicant's GPA is below 3.0. All prerequisite course work must be completed with a grade of "C" or above.

Retention
Credit toward the degree or certificate will be given for courses with a grade of "C" or better; however, students are expected to maintain a minimum cumulative grade point average of 3.0. A maximum of six graduate semester credits may be transferred from another college or university if approved by The College of St. Scholastica. The Master's degree program must be completed within seven years. Credits more than seven years old as of the date of graduation will not count toward the degree or certificate completion.

Departmental Outcomes
The MS in HIM/ITL Program prepares and challenges students to:

- acquire advanced knowledge and skills in healthcare data, information, and knowledge management.
- evaluate, select, and implement information technologies to manage healthcare data resources.
- leverage health information to drive integrated clinical and administrative decision-making, strategic planning, and outcomes management.
- take the leadership role in establishing an organizational culture that embraces the ethical use of confidential information and information technologies.
- introduce appropriate change management strategies while leading organizations toward the use of excellent health information technology systems.
- apply effective communication skills and strategies in interactions with multidisciplinary and multi-facility professionals.
- assume increasingly challenging administrative positions in complex provider organizations and related entities in the healthcare arena.
- thrive professionally in a practice environment that is undergoing fundamental change.
- integrate advanced knowledge in healthcare, information management and technology.
- lead and manage IT, HIM and healthcare professionals while establishing a collaborative culture that combines administrative, clinical and technological decision making and strategic planning.
- analyze, design and implement IT and information management solutions that address organizational needs while improving the overall quality of care for the healthcare industry.

Courses
HIM 6501 - Technology Appl Health Care - 3 cr.
Introduction to current and emerging technology applications and data standards in the healthcare industry and how they relate to the collection of patient data and conversion to health information. Legacy, client server-based, and web-based systems examined, along with emerging technologies that support the creation of the electronic health record (EHR). Emphasis is on systems integration, systems security and the processes for evaluating and selecting applications that address organizational goals and functional requirements. Prerequisite: Admission to a HIM graduate program or permission of the department.

HIM 6502 - Develop Clinical Info Systems - 3 cr.
Focused on providing students with the expertise to conceptualize and strategically plan and build the appropriate health information infrastructure for supporting the knowledge requirements of the healthcare organization. Topics to be addressed include information systems theory and strategic planning; clinical information systems applications and operations analysis, data and technical infrastructures for the electronic health records; information system acquisition and implementation, and the regulatory, standards and ethical environments and future trends of health information systems. Prerequisites: Fundamentals of HIM and US Healthcare System, HIM 6501, or permission of the department.

HIM 6505 - Database Methods Clin Info Mgt - 3 cr.
Addresses database theory, methodologies for database design and issues related to database administration. Emphasis is on requirements and methodologies for assuring data integrity and security in healthcare enterprise information systems, specifically in relationship to the database environment. Prerequisites: Fundamentals of HIM and US Healthcare System, or permission of the department.

HIM 6506 - Assessing Healthcare Quality - 3 cr.
Assess outcomes research activities, exert leadership in implementing clinical outcomes measurement projects/programs within healthcare organizations and systems. The course focuses on the role patient-centered outcomes information plays in assuring that healthcare systems are able to establish cost-effective clinical practices that do improve the health, functional status and well-being of healthcare consumers, and accreditation and legislative initiatives impacting healthcare outcomes activities. Prerequisites: Admission to a HIM graduate program or permission of department.

Prerequisite Course: PSY 3331
Crosslist Course: MGT 6506

HIM 6507 - Project Management - 3 cr.
Project management, including the development of a project charter with emphasis on developing the competencies and skills required to successfully lead teams of clerical, technical and professional specialists through workflow and work process redesign activities within a healthcare organization or system. Criteria and techniques for evaluating the features, functionality and usability of project management (PM) software packages; advanced-level skills in using a PM application to create a project plan, schedule tasks and resources effectively, communicate with stakeholders, as well as track and report progress for both simple and complex projects. Prerequisites: Admission to a HIM graduate program or permission of department.

HIM 6508 - Healthcare Data Analytics - 3 cr.
Covers the techniques, strategies and the need/use of Information Technology (IT) tools for data collection, data analysis, reporting and knowledge management. Offers learners the foundational terminology, concepts, models, processes and tools associated with decision support and knowledge management systems to leverage data into information and knowledge enhance care processes, data quality, cost effectiveness and decision-making, ultimately increasing the strategic acumen of the organization. Prerequisites: Finance or Accounting and HIM 6505, or permission of the department.

HIM 6509 - Med Vocab & Classif Systems - 3 cr.
The representation of clinical data through the use of medical vocabularies and clinical classification systems. Emphasis is on developing expertise in identifying appropriate clinical classification systems and medical vocabularies, identifying their appropriate uses and sources, and applying them within and among health information systems to promote effective communication. Prerequisite: HIM 6501 or permission of the department.

Prerequisite Course: HIM 6501

HIM 6511 - Health Info. Security Systems - 3 cr.
Strategies for designing, implementing, auditing and evaluating the technical, physical and human components of an information security system that maintains a patient's privacy and adheres to a healthcare organization's legal, ethical and organizational requirements Prerequisites: Acceptance to a HIM graduate program or permission of the department.
Prerequisite Course: HIM 6501

HIM 6520 - Applied Proj Research/Writing - 3 cr.
The Final Applied Project starts with this course; methods of project research and writing are introduced and practiced. The student develops a project proposal and benchmarks the proposed project against existing applications in the field. Activities include selecting the topic, developing a problem definition/problem statement and the rationale for the selected applied project, developing a literature review, defining a design/solution model for the applied project product, and finalizing a Final Applied Project Proposal. Prerequisites: HIM 6501 and HIM 6502.

Prerequisite Courses: HIM 6501, HIM 6502

HIM 6522 - Final Applied Project - 3 cr.
Working with an assigned Final Applied Project advisor, the student completes the applied project and prepares a project report to be submitted to the department for final approval. The goal of the Final Applied Project is to increase students' cognitive sophistication through an activity that requires reading, thinking, and writing, to only further the student's education, and make a meaningful contribution to HIM practice.

Prerequisite Course: HIM 6520

HIM 6523 - Graduate Seminar - 1 cr.
A capstone seminar in which students present the results of their Final Applied Projects and explore current issues relative to the field of Health Information Management in a rapidly changing health care delivery system.

Prerequisite Course: HIM 6522

HIM 6524 - Strategic Management in Health - 3 cr.
Explores the theory and leadership practice of strategy, strategic thinking and strategic management in healthcare for success in changing and turbulent times. Focus is on the phases of environmental assessment, business planning, implementation and evaluation. Prepares students to lead through organizational change, innovation, strategic management and execution. The course serves as a core curriculum capstone for the HIM program and requires students to synthesize and integrate lessons learned in their previous courses.

HIM 6525 - Clinical Informatics in Practice - 3 cr.
Provides nursing and other clinical professionals with the knowledge, skills and attitudes for participation in the planning, acquisition, design, management, and use of electronic health records and other health information technology. Topics include information systems theory and strategic planning; clinical information systems applications, data and technical infrastructures for an electronic health record system; information system acquisition and implementation; and the regulatory, standards and ethical environment of health information systems.

HIM 6529 - Change Leadership - 3 cr.
Develop a systems-based way of thinking about leadership and how people function in the workplace, self-assess leadership thinking and behavior, establish goals for a higher level of leadership functioning, and integrate System-based Leadership and Change Management™ with models of change management and transition. Also, identify patterns of behavior that sabotage change in your system and internalize behavior for leading change in your organization. Prerequisites: Admission to a HIM graduate program or permission of the department.

Crosslist Course: MGT 6529

HIM 6530 - Clinical Workflow & Process Re - 3 cr.
This course explores how ancillary & clinical processes are designed and integrated together with the flow of information throughout a healthcare facility to bring decision-making value to healthcare professionals through quality information gathered in the most effective and efficient ways. Topics to be addressed include theory of quality and process improvement, workflow redesign, modeling techniques, use case scenario descriptions, clinical process reengineering, relationship to system infrastructure preparation and system build, outcomes measurement, and impact of change on organizational climate. Prerequisites: HIM 6502 or permission of the department.

HIM 6531 - Best Practices/Implementation - 3 cr.
Covers components of EHR implementation as identified through case studies of best practices. Examine how the EHR impacts patient care through the availability of information and clinical decision support, create and use rules and clinical protocols/tools for the EHR, and develop training methodologies. Prerequisites: HIM 6502 or permission of the department.

Prerequisite Course: HIM 6502
HIM 6532 - Methods of Healthcare Monitoring, Evaluation, and Research - 3 cr.
Explores methods and processes used to systematically collect and measure information for the purpose of program evaluation. The course integrates several knowledge and skill areas including: research methods, statistics, proposal writing, budget planning, project management, and program evaluation. Prerequisites: Admission to a HIM graduate program or permission of the department.

Crosslist Course: MGT 6532

HIM 6533 - Methods Health Info Exchange - 3 cr.
This course explores the concepts of health information exchange across diverse systems and networks. The development, role and future of the National Health Information Network (NHIN) is included as are other federal, state and national initiatives related to sharing of health information in a secure and confidential manner. The impact of information exchange on seamless delivery of patient care is explored. Case studies are utilized to analyze various methods of data and information exchange. Prerequisites: Acceptance to a HIM graduate program or permission of the department.

HIM 6535 - FAP Research I - 3 cr.
Provides students with an opportunity to identify and research a topic related to Health Informatics and Information Management and explore it in detail. The student will develop a research plan, identify and finalize the research topic, develop a research design utilizing appropriate methods and analysis, and submit an IRB (Institutional Review Board) proposal.

Prerequisite Course: HIM 6532

HIM 6536 - FAP Research II - 3 cr.
Provides students with an opportunity to conduct in-depth research on a topic related to Health Informatics and Information Management. The student will continue the research they began in HIM 6535, culminating in the completion of a Final Applied Project. The student will deploy a data collection instrument, collect and analyze the data, and submit a written report summarizing their research and analyzing results that support their recommendation/conclusion.

Prerequisite Course: HIM 6535

HIM 6540 - Revenue Cycle Enhancement - 3 cr.
Identify processes and develop strategies to enhance the performance of the healthcare organization’s revenue cycle. Investigate each component of the process, along with mechanisms to monitor their efficiency and effectiveness. Learn to identify areas needing improvement, and techniques to implement and sustain those improvements in order to maximize cash flow. Prerequisite: Admission to a HIM graduate program or permission of the department.

HIM 6545 - Corporate Compliance/HlthCare - 3 cr.
Addresses a growing need to adequately train health care leaders in the field of health care compliance and various topics in health care compliance, including corporate compliance (fraud and abuse), privacy, risk management and identity theft. Essential elements of a corporate compliance program will be presented as well as primary federal legislation addressing fraud and abuse. Privacy of patient information will be discussed in terms of the HIPPA and HITECH regulations. Risk management concepts will be presented as well as identity theft as relates to medical identity theft. Prerequisites: Admission to a HIM graduate program or permission of the department.

Crosslist Course: MGT 6545

HIM 6777 - Special Topics in HIM - 1-3 cr.
A special offering presented by the HIM graduate program to present new and/or emerging developments in the field of health information management.

HIM 6900 - Continuing Enrollment Final AP - 0 cr.
Required registration for continuing work on the final applied project. Students not completing the Final Applied Project within one academic year after registering for HIM 6522 must register for HIM 6900 each semester until completion of the Final Applied Project.

HIM 6999 - Independent Study in HIM - 1-3 cr.
Opportunity available, with the approval of the graduate advisor, for a student to pursue a special project or special studies in an area of health information management that is not covered by the existing curriculum.

Master of Science in Occupational Therapy
Department Chair: Steve Cope, ScD, OT/L

Purpose

This professional Master's program is designed to provide entry-level graduate education in the field of occupational therapy. Students learn entry-level skills and techniques commonly used in the practice of occupational therapy in a variety of areas and with diverse populations. They develop the ability to apply these skills through effective clinical reasoning based on a solid theoretical foundation of human function. The purpose of occupational therapy is to help individuals achieve a maximum level of independence in all areas of their lives. Occupational therapy is needed when an individual's ability to live independently, to care for personal needs, and to participate in work, school, family and community life is disrupted by illness or injury. Occupational therapists also provide education and training for wellness and prevention concerns. Occupational therapists work in schools, skilled nursing facilities, clinics, and hospitals, as well as alternative service delivery models (e.g., prisons, community mental health agencies and business/industry).

Students enter the Occupational Therapy (OT) Program after completing a baccalaureate degree (no preferred major) and all OT Program prerequisite courses (see below). Upon entry into the program, students will complete two consecutive years of professional occupational therapy education, plus six months of clinical fieldwork. Students will earn a Master's of Science in Occupational Therapy. The program is offered on both a full-time and a part-time basis.

Prerequisites for Admission

The following prerequisites (or their approved transfer equivalents) are required for admission:

• BIO 2110 and BIO 2120: Anatomy Physiology I & II (prerequisite - BIO 2001)
• HSC 2209: Medical Terminology
• PSY 1105: General Psychology
• PSY 2208: Life Span Developmental Psychology
• PSY 3330: PSY/SOC Research Methods
• PSY 3331: Statistics
• Choice of SOC 1125 (Basic Concepts and Principles of Sociology); SOC 2433 (The Family and Society); HON 2125 (Global Sociology); or HIS/WMS 2231 (Cultural Anthropology)

Recommended Courses:

• PSC 1501: Physics (or PSC 1201)
• PSY 3423: Abnormal Psychology
• BIO 3020: Pathophysiology

General Information

All occupational therapy practitioners must graduate from an accredited occupational therapy program and pass the national certification examination in order to practice occupational therapy. In addition, all states require certified occupational therapy therapists to be licensed.

The Occupational Therapy Entry-level Master's Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20824-1220. AOTA's phone number is (301) 652-AOTA. Their website is http://www.acoteonline.org.

Upon completion of all academic and fieldwork requirements of the OT Program, students are awarded a Master of Science (M.S.) degree. Graduates of the program are eligible to sit for the National Certification Examination for Occupational Therapists administered by the National Board for Certification in Occupational Therapy (NBCOT). Information about NBCOT and the certification examination can be found at www.nbcot.org. See the table below for St. Scholastica OT student pass rate over the past three years. Note: A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. An individual, who has a felony background and is considering entering an occupational therapy program, can have his or her background reviewed prior to actually applying for the exam by requesting an Early Determination Review. http://www.nbcot.org/early-determination-character-review.

After successful completion of this examination, the individual will be a registered occupational therapist (OTR). State licensure is required in all 50 states; practitioners must work with licensing boards within states they plan to work in order to obtain initial licensure and then maintain their license by acquiring continuing education credits and paying fees.

NBCOT Exam Graduate Pass Rates

<table>
<thead>
<tr>
<th>Exam Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-time test takers</td>
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<td>32</td>
<td>28</td>
</tr>
<tr>
<td>First-time test takers who passed</td>
<td>29</td>
<td>31</td>
<td>28</td>
</tr>
<tr>
<td>Percentage of first-time test takers who passed</td>
<td>100%</td>
<td>97%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Cells reflect the number of test takers who passed the exam within one year of graduating regardless of the number of attempts. Pass rate data can be accessed by going to the following link: [https://secure.nbcot.org/data/schoolstats.aspx](https://secure.nbcot.org/data/schoolstats.aspx).

**Application to the Occupational Therapy Program**

There are two methods of application to the OT Program, the First-Year Admission Criteria Track (FACT) and the Standard Admissions Track.

**First-Year Admission Criteria Track (FACT)**

FACT is a criterion-based early admission program for the graduate Occupational Therapy Program. A limited number of students who declare their intent to pursue a M.S. degree in occupational therapy by the end of their freshman year will be guaranteed admission to the program. FACT is available for up to 16 first-year students on a first-come first-served basis with applications accepted until May 1. Students who have enough credits when they arrive at The College of St. Scholastica as first-year college students to make them sophomores (or higher), may apply as FACT applicants only if there are less than 16 FACT applicants in the future occupational therapy class with whom they will apply.

FACT criteria:

- Register as a FACT student with the Graduate Admissions office by the end of the first year (deadline for application to the FACT Program is May 1st, the opportunity to register earlier is available). The first 16 applicants will be accepted into the FACT early admission program;
- Complete a baccalaureate degree and all prerequisite courses for the OT Program. Students must complete a minimum of 6 of the 8 required prerequisite courses by the deadline for application (November 13, 2015) AND complete the remaining required prerequisites prior to June 7, 2016;
- Maintain an overall and a prerequisite grade point average of 3.0 with a grade of 2.7 or better in all prerequisite courses and obtain a minimum grade of 3.0 on the first year English composition course; and
- Submit the completed OTCAS (Occupational Therapy Centralized Admission System) application by the November 13, 2015 deadline.

Students who do not maintain the required overall and prerequisite GPA grades will be removed from the guaranteed FACT admission track, but may still apply to the graduate OT Program through the standard application process.

Benefits to the FACT applicant include guaranteed admission into the graduate OT Program, continuous access and interaction with an OT Program faculty member, and exemption from the application interview.

**Note on planned changes to the FACT admission track:** The 2015-2016 academic year will mark the end of the FACT admission option to the OT Program. Up to 16 students who are freshman in the fall of 2015 may apply to the FACT Program and be eligible for guaranteed admission for the OT class beginning in the fall of 2019. St. Scholastica students who are currently on a FACT list for admission in the fall of 2016, 2017 or 2018 are guaranteed admission to the OT Program assuming they maintain the necessary overall and prerequisite GPA.

All St. Scholastica students who apply to the OT Program for admission in the fall of 2016 and thereafter will be given priority review. Priority review means that applicants who have earned a degree (or will earn a degree prior to starting the M.S. program) from St. Scholastica will be reviewed prior to applicants with degrees from other colleges or universities. Priority review does not mean guaranteed admission.

**Standard Admissions Track:**

Standard Admissions Track applicants will need to:

- Complete a minimum of 6 of the 8 required prerequisite courses by the deadline for application (November 13, 2015) AND complete the remaining required prerequisites prior to June 7, 2016. Prerequisite courses must be within the past 10 years;
- Complete a baccalaureate degree from a nationally accredited institution. Students may be accepted prior to completion of a baccalaureate degree. No specific baccalaureate major is required; and
- Interview with faculty of the Occupational Therapy Admissions Committee (note: not all applicants are invited for on-campus interviews).

**Application Procedure Using OTCAS:**

All applicants (those using the FACT or Standard Admission) must use the Occupational Therapy Centralized Application Service (OTCAS) as the only method for applying to the OT Program. Visit the OTCAS website at [www.otcas.org](http://www.otcas.org) for more information.

The Master of Science in Occupational Therapy Program will consider only those applicants who submit a completed application through OTCAS. The following information is required:

- Provide official transcripts of baccalaureate and graduate course work. Applicants must have an overall and a prerequisite grade point average of 3.0 with a grade of 2.7 or better in all prerequisite courses.
- Record official score from the current (not revised) GRE general test [http://www.ets.org/gre](http://www.ets.org/gre) on the OTCAS application and submit official documentation of your score to the Graduate Admissions Office at The College of St. Scholastica.
- Document a minimum of 40 hours of observations completed at two different locations within two years before application. Applicants should consider the following when planning observations: Observe more than one setting and with distinctly different client populations (e.g.
pediatrics and adult rehabilitation), to contribute to the applicant's understanding of occupational therapy and to match personal skills to the demands of being a care provider and a therapist; Observe in a setting that offers the student the opportunity to observe a registered and/or licensed occupational therapist; Consider observing beyond 40 hours to contribute to a stronger application, to be viewed favorably by the Admissions Committee; and Plan time for the possibility that individual organizations could have strict requirements for setting up observation hours.

- Provide three recommendation letters. It is recommended that at least one of the three letters of recommendation be from a professor who knows the applicant well enough to speak to her/his qualification for graduate school. It is also recommended that one or more letters of recommendation come from an occupational therapist or employer who can speak about the applicant's work or volunteering experience with individuals who have a disability.

International applicants to the OT Program must provide TOEFL (Test of English as a Foreign Language) test scores, including the TWE (Test of Written English) essay rating. A score of 550 on the written test, score of 213 on the computer-based test or a score of 79 on the iBT TOEFL test or a four on the TWE essay rating are required for admission. The British International English Test, will also be acceptable, a minimum score of 6.5 is required for admission.

Note: Meeting minimal entrance requirements does not necessarily guarantee admission.

The application deadline for the OT Program is mid-November (November 13, 2015). Applicants will be considered after the application deadline if there are spaces available. The initial acceptance pool consists of up to 16 qualified FACT students and the remainder of qualified St. Scholastica and transfer students for a class of 32. The program is planning to increase enrollment to 36 in the fall of 2016.

For information and assistance with applications, students may contact the Office of Graduate and Extended Campus Admissions, The College of St. Scholastica, 1200 Kenwood Ave, Duluth, MN 55811-4199. Telephone (218) 723-6285 or (866) 478-9277, Email gradstudies@css.edu.

Additional Requirements Once Accepted into the Program

Once accepted into the OT Program, and prior to beginning classes, students must submit the following documentation to the Department of Occupational Therapy:

- a copy of proof of current certification in CPR for professional providers "Healthcare Provider BLS" through the American Heart Association
- a health screen through the College's Student Health Services, which includes proof of immunizations (Varicella titer, Rubella titer, and Tdap)
- an annual Minnesota background study (regardless of state of residency). The study must be completed and returned with a "clear" status before the student may participate in clinical fieldwork. Students will be notified August 15th and have one month to submit the appropriate forms for the Minnesota background study and for a background study in student's home state, if other than Minnesota
- a federal criminal background study. Students will be notified on how to submit the appropriate forms. The cost is paid through course fees.

Note: Students should be aware that if they have a criminal record, they may not be able to participate in fieldwork, obtain certification by NBCOT, or become registered/licensed by individual states to practice as an occupational therapist.

Additional requirements for participation in fieldwork may include a drug test/screen, finger printing, additional immunizations or titers, etc. These requirements are site specific.

Fees and Expenses

Course fees of $300 are assessed each semester for course materials and other expenses during the first 2 years of the academic program. Students can anticipate total charges of approximately $1,200 for course fees and approximately $2,000 for textbooks and resources, during the course of the 2-1/2 year Occupational Therapy Program. During the time a student is completing fieldwork, the student is responsible for living expenses, transportation to and from the site, and other related costs. Level II Fieldwork experiences are full-time (40 hours/week) work experiences that often require homework assignments and outside responsibilities.

Student handbooks are provided to all accepted applicants for specific policies and procedures related to academics and fieldwork.

Occupational Therapy Curriculum

Students may enroll on a full-time or part-time basis. All courses, however, must be completed successfully in sequence. Following completion of the didactic component of the OT Program, the student completes two fieldwork experiences, each 12 weeks in length. Fieldwork is arranged by the OT Program at approved sites throughout the United States.

The first year of the Occupational Therapy (OT) curriculum provides students with a science-based foundation for learning skilled evaluations and interventions aimed at improving day-to-day functioning for clients. Key occupational therapy concepts such as occupation-based practice, client-centered practice, and evidence-based practice further ground students in OT's unique role in health care. Participation in both on and off-campus clinical experiences expose students to a range of clients and settings.

In the second year, advanced clinical courses help student hone their ability to think critically about the process of providing OT for diverse clinical populations in a variety of settings using different service models. Additional fieldwork opportunities afford the opportunity for students to experience the OT process of client care and develop comfort with making decisions for specific clients. Students also participate in original research projects mentored by experienced faculty.
The third year is devoted to two 12-week clinical experiences. These required fieldwork experiences involve full-time work under the supervision of a certified occupational therapist. This intensive mentored experience allows students to develop entry-level skills in providing all aspects of OT care in a given setting.

The OT curriculum is in the process of revision. The OT Program has traditionally started in the fall of the year; however, the OT program will move the start of classes to June rather than September beginning in 2016.

Occupational Therapy Entry-Level Master's Program Student Learning Outcomes

The Student Outcomes of the Program in Occupational Therapy are guided by the Occupational Therapy Code of Ethics, Core Values and Attitudes of Occupational Therapy Practice, and the Occupational Therapy Practice Framework. The outcomes are described in five broad areas, found below, including professional identity, cultural competence, communication, leadership and disciplinary excellence.

1. Professional Identity in Occupational Therapy Practice
Graduates will demonstrate the values, attitudes and behaviors of entry-level occupational therapy professionals in their relationships with clients and colleagues. Their ability to foster intentional relationships, necessary for the effective client-centered approach, involves both self-awareness and awareness of the uniqueness of every individual.

Graduates will:
• Integrate the behaviors, values and ethics of an entry level occupational therapist into their classroom and experiential activities;
• Demonstrate the ability to develop intentional relationships with clients;
• Work effectively with supervisors, employers, and other professionals; and
• Balance physical, social, emotional and spiritual aspects of self and clients.

2. Cultural Competence in Occupational Therapy Practice
To practice in a diverse work environment, graduates will demonstrate behaviors and attitudes that foster cultural competence.

Graduates will:
• Articulate the process of becoming culturally proficient through the understanding and appreciation of others’ beliefs, values and diverse life experiences;
• Evaluate ethnic, religious, sexual, socioeconomic, age and gender discrimination inherent in health care environments and practices; and
• Create and adapt intervention strategies that effectively address cultural and social influences that impact client progress.

3. Communication in Occupational Therapy Practice
Graduates will be able to effectively present, discuss and defend the concepts and opinions of the profession of occupational therapy through verbal, non-verbal and written language, using a variety of methods, techniques and technology.

Graduates will:
• Demonstrate effective verbal, non-verbal and written communication skills with healthcare professionals, clients, families, agencies, or other consumers of occupational therapy services;
• Interpret, synthesize and apply information from a wide range of sources to contribute to and inform professional practice; and
• Produce clear and accurate client documentation and respect confidentiality of client information.

4. Leadership in Occupational Therapy Practice
Graduates will be knowledgeable about basic principles of management and leadership. At interpersonal and interdisciplinary levels, graduates will integrate the profession's values and ethics as they thoughtfully promote collaboration between stakeholders. Incorporating their knowledge of the latest policy directions, graduates will be involved in professional organizations, ever mindful of being good stewards, team members and advocates of people in need.

Graduates will:
• Knowledgeably represent the domains of occupational therapy;
• Articulate ethical principles of management and leadership; and
• Analyze current local, state and national trends in healthcare and anticipate future trends that may impact the practice of occupational therapy.

5. Disciplinary Excellence in Occupational Therapy Practice
Grounded in the theory and foundation of the profession, graduates will critically analyze, interpret and synthesize information needed to provide client-centered care. Graduates will be dedicated to improving people's lives through innovation, research, education and services in the field of occupational therapy.

Graduates will:
• Be knowledgeable in specific content areas of the profession, including emerging practice areas;
• Apply the theoretical foundation of the profession to practice;
• Collaborate effectively with COTAs, OT aides and other disciplines in client intervention; and
• Take initiative to direct one’s own learning.

Courses
OTH 5331 - Tools for Evidence-Based Occupational Therapy - 3 cr.
Described to help occupational therapy students acquire skills related to consuming and applying research evidence to practice. Fundamental scientific inquiry skills related to gathering, reading, understanding, and appraising the rehabilitation research literature for the purpose of evidence-based practice is emphasized. This course provides the student with critical reading and appraisal skills that will be used in the clinic as future evidence-based occupational therapists. Students build on basic concepts of research methodology and statistics learned in prerequisite courses that allows them to apply and synthesize evidence from the scientific literature to clinical scenarios. The process of producing research is discussed, including topics of grant funding and research ethics, however, actual work on a research project is reserved for subsequent coursework. Students will practice reading and critiquing professional literature in the journal club portion of the course. Students will also have the opportunity to research the scientific literature to appraise the evidence for a specific area of clinical practice related to occupational therapy. Students will receive feedback on their ability to write in a scholarly manner.

OTH 5501 - Foundations of OT - 0-4 cr.
Introduces the historical concepts and contexts in occupational therapy, and explores contemporary occupation based practice models and frames of reference. The value of occupational performance and activity in prevention, intervention and health maintenance is addressed. Therapeutic use of self is explored. Students learn through lecture, demonstration, and analysis of case studies.

OTH 5502 - Life Span Occupational Perform - 4 cr.
Analyzes occupational tasks and activities. Students develop an understanding of the dynamic and interdependent relationship between people and their chosen occupations and performance context. Through related lab experiences, students gain an advanced understanding of the use of therapeutic media. Students analyze a variety of functional tasks, grade activities, adapt equipment and recommend assistive technology to meet the individualized needs of a variety of populations. Students explore the use of media as means of understanding a client's cognitive and functional performance.

OTH 5503 - Motor Functioning / Life Span - 2 cr.
An advanced overview of normal human motor development and changes from the prenatal period through older adulthood. Emphasis is on specific occupational roles and tasks as they relate to development and changes in motor behavior. Students analyze motor components used to achieve developmental milestones and functional independence. Emphasis placed on the development of and changes in gross and fine motor skills, postural control, and body mechanics as they relate to occupational performance and functional independence.

OTH 5504 - Assessment & Intervention - 2 cr.
Develop basic skills in therapeutic intervention including techniques to evaluate and treat deficits related to strength, range of motion, sensation, pain, edema, and fine motor ability. Students also become competent in a variety of patient transfer and mobility techniques. Students learn about available adaptive equipment to compensate for deficits in activities of daily living (ADL) skills and how to evaluate for and prescribe wheelchairs.

OTH 5505 - Functional Anatomy - 4 cr.
An advanced, regional, musculoskeletal anatomy course that emphasizes the study of functional relationships between musculature, nervous tissue, vascular, and skeletal components for the extremities and axial skeleton. Cadaver dissection laboratory experience is used to enhance understanding of three-dimensional anatomical relationships for specific body regions.

OTH 5515 - Neuroscience - 5 cr.
Studies the anatomy and physiology of the adult nervous system. Sensation, perception, cognition, and motor control are examined. Application includes analysis of normal functions and the effects of pathological lesions affecting the nervous system.

Crosslist Course: PTH 5511

OTH 5521 - Biomechanical OT Practice - 0-4 cr.
Presents a variety of conditions including upper extremity/hand injury (including splinting), back injury, arthritis, joint replacement, amputation, cardiopulmonary problems, burns and various metabolic diseases. Students investigate the impact of these conditions on daily life and learn specific assessment and intervention techniques for each condition. Students also learn the role of occupational therapy in industrial rehabilitation.

OTH 5522 - Psychosocial OT - 4 cr.
Develops the history, theory, and practice of occupational therapy in mental health settings. Human performance is related to normal and dysfunctional psychosocial processes affecting work, self-care, leisure and the family. Psychiatric diagnoses are explored in relation to their effect on occupational performance.
OTH 5544 - Documentation - 2 cr.
Introduces concepts of documentation, the documentation process and various kinds of documentation used in occupational therapy. Students learn to record objective observations, identify problem areas relevant to occupational therapy, and write behavioral objectives, treatment plans, progress and discharge notes. Students also learn coding and prior authorization basics. Simulated case situations provide students with an opportunity to practice these documentation skills. Documentation principles concerning public policies, following federal and state guidelines for reimbursement are also included.

OTH 5552 - Level I Fieldwork - 1 cr.
Integrates a seminar format with hands-on experiences. Provides opportunity to discuss and practice professional behaviors and professional relationships. Students integrate occupational therapy theory into practice and begin to develop clinical reasoning skills. Incorporates concepts of respect for the client's situation, respectful communication, and respectful interactions. Fieldwork experiences are set up in either a community-based or traditional mental health setting and are designed to familiarize students with occupation-based practice with individuals with psychosocial issues and conditions. Students integrate material from OTH 5522 - Psychosocial OT into this experience.

OTH 5553 - Level I Fieldwork - 1 cr.
A 35- to 40-hour fieldwork experience scheduled in the summer following the first year of the Occupational Therapy Program. Students may request sites from a variety of traditional and emerging practice settings throughout the United States, and will be assigned based on availability. The fieldwork experience reinforces clinical skills, professional behaviors and professional relationships, clinical reasoning skills, ethical issues, and how to integrate occupational therapy theory into practice. In addition, it is designed to familiarize students with various intervention settings and clinical conditions. Students may be provided initial hands-on experiences under direct supervision when determined to be appropriate by the clinical supervisor/educator. Upon completion of the clinical hours, the students attend a seminar to discuss various aspects of the experience.

OTH 6332 - Evidence-Based Occupational Therapy I - 3 cr.
Intended to help students continue to build their knowledge about research methods and statistical analyses, refine their critical inquiry skills, and increase their appreciation for the contributions research makes to sound clinical practice. Students begin to experience the research process by planning a research study. In addition to writing a proposal for a research study, students will participate in other tasks that include applying for approval from the College Institutional Review Board, learning to compute statistical analyses using SPSS, and pilot testing proposed methods.

OTH 6333 - Evidence-Based Occupational Therapy II - 3 cr.
Focuses on the implementation of the research projects initiated in Evidence Based Occupational Therapy I. Students will finalize Institutional Review Board approval if necessary, perform data collection, enter collected data into a spreadsheet and perform appropriate analyses using a computer-based statistical package. Students will also write results, discussion, and conclusion sections and present findings in scientific poster format to faculty and peers at a research forum on The College of St. Scholastica campus.
Prerequisite Courses: OTH 5331, OTH 6332

OTH 6522 - Level I Fieldwork - Adult Clin - 2 cr.
A clinical experience scheduled in the fall semester of the second year of the Occupational Therapy Program. This course is designed to reinforce clinical skills, professional behaviors and professional relationships, clinical reasoning skills and ethical issues, and provide an opportunity to integrate occupational therapy theory into practice. This Fieldwork I experience includes hands-on learning experiences providing occupational therapy intervention to individuals with neuro-based diagnoses. Client evaluation, intervention and documentation are critical components.

OTH 6523 - Neurehab OT - 4 cr.
Presents assessment and intervention techniques for impairment in vision, perception, cognition, swallowing, driving, bladder control, and vestibular dysfunction, as they relate to a variety of neurological conditions including brain injury, stroke, spinal cord injury and various other neuro-based conditions. Students also analyze traditional and contemporary approaches to assess and intervene with clients who have neuromotor impairment and they will investigate the psychosocial impact of neurological impairment. Students learn through lecture, group work, analysis of case studies and hands-on lab work. Students have the opportunity to tie real-life client treatment back to topics introduced in class.

OTH 6524 - Gerontic OT - 6 cr.
Focuses on specific issues related to the aging process as well as common pathologies and functional deficits seen by occupational therapists. Specific physical, psychological and cognitive problems common to this population are discussed and considered relative to human performance in work, self-care, leisure, social and family/caregiver functioning. Students gain knowledge of the role of occupational therapy in providing assessment and intervention with the older adult population in multiple service delivery models. Public policy, funding and reimbursement issues that pertain to older adults are reviewed. As part of this course, students have an experience working hands-on with older adults in community settings.
OTH 6525 - Pediatric OT - 6 cr.
Present theory, scope of practice, service delivery models, and common developmental and pediatric conditions seen by occupational therapists. Human performance is emphasized and related to normal processes affecting growth, development, self-care, play/leisure and family functioning. Students integrate and apply the above information to occupational therapy assessment and intervention techniques in sensory, perceptual, motor, cognitive, emotional and social skill development. Study also provides information on public policy related to children. Students learn the importance of functional, developmental, age-appropriate activities and family involvement. The course is coordinated with OTH 6526, Level I Fieldwork-Pediatric Clinic.

ORTH 6526 - Level I Fieldwork-Pediatric Cl - 2 cr.
A clinical experience linked to the OTH 6525 Pediatric Occupational Therapy course. This course is designed to provide students with an opportunity to practice clinical skills in a setting where they are provided with formative feedback. Additionally they will practice professional behaviors, clinical reasoning skills, and professional relationships, as well as integrate occupational therapy theory into practice. This Fieldwork I experience includes hands-on learning experiences providing occupational therapy intervention to children with a variety of pediatric diagnoses. Client evaluation, intervention, and documentation are critical components.

Prerequisite Course: OTH 6525

ORTH 6543 - Administration & Supervision - 2 cr.
Includes an overview of administrative structures of health care facilities, organizations and agencies. Basic management and supervisory strategies involved in developing, operating and participating in efficient and effective occupational therapy services are presented. Students investigate how to market themselves, their professions and their organizations. Course underscores importance of professional relationships, strategic thinking and ethical practice in light of a changing health care environment.

ORTH 6545 - Leadership Issues - 2 cr.
Examines and provides discussion of traditional and recent leadership models and styles, professional ethics and behaviors, and development of multicultural competency. Students explore personal values and attitudes and the relationship to the provision and leading of occupational therapy services. A review of the legislative process, public policy and the effect on occupational therapy practice is included. Participation in a hands-on leading/teaching experience and case study reviews are also included.

ORTH 6546 - Critical Analysis in OT - 2 cr.
Capstone course designed to integrate theory, knowledge of pathologies and intervention strategies with an understanding of human performance and adaptation. Focuses on student abilities to integrate and articulate the role of the occupational therapist in a variety of complex situations and practice settings involving individuals and populations. Specific issues in health care and developments in occupational therapy theory are analyzed through collaborative learning.

ORTH 6547 - Level I Fieldwork - 1 cr.
A 35 - 40 hour fieldwork experience that occurs over the semester break of the second year or as scheduled throughout the spring semester. The combination of all of the Fieldwork I experiences is designed to familiarize students with various treatment settings, age groups and diagnoses. This fieldwork experience may involve hands-on experiences under direct supervision when determined to be appropriate by the fieldwork supervisor/educator. This fieldwork experience also includes a seminar during the spring semester of the second year of the Occupational Therapy Program. During the seminar, the students discuss various aspects of their Level I Fieldwork experiences and prepare for the transition to Level II Fieldwork. The seminar focuses on the clinical skills, professional behaviors, professional relationships, clinical reasoning skills, ethical issues, the supervisory process and integration of occupational therapy theory into practice that will be encountered during the Level II Fieldwork experiences.

ORTH 6555 - Level II Fieldwork - 6 cr.
Students are eligible for Level II Fieldwork upon completion of all academic requirements. Each fieldwork experience will reflect current practice with clients from across the life span and with a variety of diagnoses. This fieldwork is required for a minimum of the equivalent of 24 weeks full-time and may be completed on a full-time or part-time basis, but may not be less than half time. All students complete one experience in physical disabilities and a second may include but is not limited to occupational therapy practice in physical dysfunction, developmental disabilities, pediatrics and/or psychosocial dysfunction. Provides the student with the opportunity to learn/practice the role of an occupational therapist and to develop clinical skills, clinical reasoning skills and reflective practice at the entry level under the supervision of a skilled practitioner. Provides opportunities for students to transmit the values and beliefs of occupational therapy into ethical practice and to develop professionalism and competence as ongoing career responsibilities. This course relates to the highest level within the professional curriculum. The Academic Fieldwork Coordinator in the Department of Occupational Therapy at The College of St. Scholastica arranges the fieldwork experiences. The fieldwork experiences will be completed under the supervision of a "currently licensed or credentialed occupational therapist who has a minimum of one year of practice
experience subsequent to initial certification, and is adequately prepared to serve as a fieldwork educator. Level II fieldwork may occur in a setting with no occupational therapist on site only when a plan for the provision of occupational therapy services has been set up ahead of time. On-site supervision must be provided in accordance with the plan and meet ACOTE Standards. A minimum passing score of 122 is required on the final evaluation to satisfactorily complete or pass the Level II Fieldwork requirement. Students are required to pass all of the academic coursework and both Level II Fieldwork experiences to be eligible to take the NBCOT certification examination.

**OTH 6556 - Level II Fieldwork - 6 cr.**
Students are eligible for Level II Fieldwork upon completion of all academic requirements. Each fieldwork experience will reflect current practice with clients from across the life span and with a variety of diagnoses. This fieldwork is required for a minimum of the equivalent of 24 weeks full-time and may be completed on a full-time or part-time basis, but may not be less than half time. All students complete one experience in physical disabilities and a second may include but is not limited to occupational therapy practice in physical dysfunction, developmental disabilities, pediatrics and/or psychosocial dysfunction. Provides the student with the opportunity to learn/practice the role of an occupational therapist and to develop clinical skills, clinical reasoning skills and reflective practice at the entry level under the supervision of a skilled practitioner. Provides opportunities for students to transmit the values and beliefs of occupational therapy into ethical practice and to develop professionalism and competence as ongoing career responsibilities. This course relates to the highest level within the professional curriculum. The Academic Fieldwork Coordinator in the Department of Occupational Therapy at The College of St. Scholastica arranges the fieldwork experiences. The fieldwork experiences will be completed under the supervision of a "currently licensed or credentialed occupational therapist who has a minimum of one year of practice experience subsequent to initial certification, and is adequately prepared to serve as a fieldwork educator". Level II fieldwork may occur in a setting with no occupational therapist on site only when a plan for the provision of occupational therapy services has been set up ahead of time. On-site supervision must be provided in accordance with the plan and meet ACOTE Standards. A minimum passing score of 122 is required on the final evaluation to satisfactorily complete or pass the Level II Fieldwork requirement. Students are required to pass all of the academic coursework and both Level II Fieldwork experiences to be eligible to take the NBCOT certification examination.

**Prerequisite Course:** OTH 6555

**OTH 6557 - Level II Fieldwork - 2-6 cr.**
A Level II Fieldwork experience in an area of advanced practice to be scheduled when all required academic and fieldwork experiences are completed. The advanced practice experience typically ranges from 4-8 weeks in length depending on the requirements of the setting. This fieldwork experience is designed for the student seeking advanced learning opportunities in specialty areas of occupational therapy practice, including but not limited to: rehabilitation, developmental disabilities, pediatrics, school therapy, psychosocial dysfunction, gerontics, hand therapy, industrial rehabilitation/work hardening, administration, community practice, research and numerous emerging practice areas. The Academic Fieldwork Coordinator at The College of St. Scholastica will arrange the fieldwork experience. The fieldwork experience will be completed under the direct supervision of an NBCOT registered occupational therapist with a minimum of one year's experience in the practice specialty.

**Prerequisite Courses:** OTH 6555, OTH 6556

**OTH 6560 - Physical Agent Modalities in Occupational Therapy - 1 cr.**
Present the theoretical aspects and hands-on practical application of a number of physical agent modalities (PAMs) such as superficial agents, ultrasound and electrotherapy

**OTH 6777 - Independent Study - 0-7 cr.**
Topics in Occupational Therapy.

**OTH 6900 - Cont Enrollment Final Research - 0 cr.**
Students are required to be enrolled continuously until the final research project and fieldwork are completed. A fee equal to one master's credit will be assessed each fall and spring semester until Occupational Therapy Program requirements are completed, if not registered for another OTH professional program course.

**OTH 6999 - Independent Study - 0-7 cr.**
Independent study in Occupational Therapy.

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**Transitional Doctor of Physical Therapy Program**

**General Information**
The transitional doctor of physical therapy program (tDPT) is a degree parity program designed for the working clinician. The tDPT program is a distance learning education program meant to advance knowledge in content area added in the entry-level DPT program, but not addressed in
bachelor's or master's degree curricula. The courses are designed for and delivered with the ability to interact with faculty and other learners through email, on-line discussions, and bulletin board postings. Focus is on gaining theoretical knowledge to advance one’s practice and the profession, and on interaction with other professionals.

Consistent with the missions of the College and the Department of Physical Therapy, the mission of the tDPT program is to provide practicing physical therapists whose entry level degree is not the doctor of physical therapy, with a quality education in contemporary practice, strengthened by ongoing scholarly endeavors, and to promote the spirit of community and professional involvement. It is also an opportunity for licensed physical therapists educated outside the United States to experience and become current with practice within the United States. The program is committed to accomplishing the goals set for by the APTA to prepare doctoral level therapists for efficient and effective patient centered care.

Outcomes

As a degree parity program, the tDPT upholds the same program outcomes as the entry-level DPT program described above. These outcomes are achieved through specific content objectives which were developed to bridge the gap in knowledge between entry-level bachelor's and master's degree programs and the entry-level doctor of physical therapy program.

The CSS tDPT learner outcomes are to:

- Evaluate published studies related to individual physical therapy practice, research, and policy and integrate the findings into clinical practice.
- Integrate concepts of diagnostic imaging and pharmacology in the comprehensive management of patients and clients.
- Integrate and synthesize patient/client history and clinical signs and symptoms for determination of a differential diagnosis and need for patient/client referral in the area of the therapist's practice.
- Analyze and discuss current healthcare issues
- Apply acquired skills into a final project that is clinically meaningful and relevant

Admissions Information

Admission criteria for the tDPT program:

- Proof of graduation from an accredited entry-level bachelor's or master's degree physical therapy program.
- Proof of licensure (unrestricted) to practice physical therapy in the United States.
- Employment equivalent to one year, full-time (2,080 hours) as a licensed physical therapist.

Applications for the program may be obtained by contacting:

The College of St. Scholastica
Graduate Studies Office
Physical Therapy Admissions
1200 Kenwood Avenue
Duluth, MN 55811
Phone: (218) 723-6285

Doctor of Physical Therapy

Mission Statement

The mission of the entry-level Doctor of Physical Therapy program at The College of St. Scholastica is the education of front-line physical therapy providers who are prepared to meet the diverse health care needs of society, including rural communities and underserved populations, through practice, education, and administration. Program graduates are committed to interprofessional collaboration and are recognized as leaders in the provision of evidence based practice that is compassionate, ethical, and legal. Program graduates adapt to and implement change that benefits their community and the profession.

General Information

Students must apply for entry into the professional program through the Physical Therapy Centralized Application System (PTCAS). They must successfully complete 108 graduate credits to be awarded the Doctor of Physical Therapy degree. Students who graduate from the program are eligible to take the National Physical Therapy Examination for licensure which is required in all states to work as a physical therapist.

Accreditation

The Entry-level Doctor of Physical Therapy program at The College of St. Scholastica is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org.

Program Description

The entry-level Doctor Physical Therapy (DPT) Program at The College of St. Scholastica (CSS) is based on the attainment of a bachelor's degree
that includes pre-professional prerequisite coursework prior to entering the three-year clinical doctorate program. Pre-professional education requirements, including attainment of a bachelor's degree, provide a knowledge base in the humanistic, behavioral, biological, and natural sciences, which form a foundation for the practice of physical therapy. Specific prerequisite courses support the students in the necessary development of the knowledge and skills necessary to recognize and appreciate the diversity of individuals, communities, and cultures. The physical therapy faculty believes this preparation is best accomplished through a liberal arts education as reflected in the mission of The College of St. Scholastica. The 108 credit, 33 continuous month professional portion of the physical therapy program (first year, second year and third year) is designed to provide the students with learning opportunities that develop intellectual, affective, and psychomotor skills required for physical therapy practice. This full time day program integrates educational material into professional practice. The following five components form the profession of physical therapy and consequently the design of our entry-level program:

I. Foundational Sciences - This course work focuses on basic science information including functional anatomy, neuroscience, motor development, kinesiology/biomechanics, pathology, pharmacology, and diagnostic imaging.

II. Tests & Measures - This component of the curriculum addresses the skills associated with examination and evaluation of the cardiopulmonary, integumentary, neuromuscular, and musculoskeletal systems. Tests and measures that evaluate wellness and normal function are learned first, progressing to knowledge acquisition related to deviations from normal for each system. An integral component of tests and measures includes critical inquiry and evidence-based practice.

III. Interventions - Fundamentals of physical agents and exercise are taught first. Then, utilizing a systems approach, the advanced course sequences are designed for students to develop purposeful and skilled abilities in the application of interventions in the physical therapy management of patients. The material in this content area is organized to support the philosophy of developing an intervention plan for the primary goal of enhancing patient functional independence. Critical inquiry and evidence-based practice are applied to examine the relationship between interventions and clinical outcomes.

IV. Professional and social responsibility - The foci of this component surround socialization into the physical therapy profession and development of an understanding of what it means to become a health care provider. Topics studied and applied in this component include professional behaviors, self-analysis and reflection, ethics, teamwork, teaching/learning, communication/coordination/ documentation, administration, group dynamics, and the health care delivery system.

V. Patient management - These are the integrative courses in the curriculum following a case-study based or problem-based learning approach. Clinical decision making and reasoning are emphasized as students apply information from the four other components. Rotations to area clinics and work sites, and laboratory experiences with patients (real or simulated), serve as venues to provide hands-on application of skills, knowledge, and behavior. Comprehensive care is incorporated in patient/client plan of care development. Concept progression in these courses is based on scenarios moving from simple to complex and from single-system to multi-system involvement.

Based on the ideal that students in the program are developing professionals, our entry-level, clinical Doctor of Physical Therapy program is designed to stimulate students to become active learners in situations where they determine what information is relevant to a given problem or situation, ask questions, seek information, and report findings. To enhance participation in the learning process, students experience a variety of teaching methods such as lecture, laboratory exercises, reading, role-playing, and clinical experiences. As students' progress through the program, they are increasingly held responsible for independent learning and are expected to assume responsibility for the development of professional actions and behaviors. Thus, through exposure to and participation in a variety of teaching methods, learning styles and assessment/evaluation methods, program graduates are able to integrate knowledge and skills to deliver efficient and appropriate services to patients and clients. Utilizing such a learner-centered approach the CSS DPT program provides the foundation for autonomous practice, lifelong learning, and demonstration of behaviors, qualities and characteristics of professionalism.

Philosophically, the DPT program is centered on the confluence of values cherished by our Benedictine sponsors, the mission of the College, and the values of the physical therapy profession: Love of Learning is reflected in the professional values of diligence, dedication, and scientific inquiry; Respect is seen in the professional qualities of caring, communication, leadership and collaboration; Community is evident in the professional values of helping, collaborating, and welcoming diversity; Hospitality is realized through the professional values of warmth and openness; and, Stewardship is demonstrated through the process of scientific inquiry, which results in optimum use of resources to ensure that patients/clients receive the best possible care. In the first year of the PT program students grow in their knowledge of the profession, begin fundamental skill acquisition and develop professional behaviors. During the second and third years of professional education students continue to acquire knowledge and clinical application skills along with proficiency in incorporating critical inquiry and evidence-based practice skills necessary for sound clinical decision-making.

Admission Requirements

Students interested in physical therapy should realize that admission into the program is competitive and limited to 36 students. Applicants must hold a bachelor's degree in a major field of study. Application to the program is made through the Physical Therapy Centralized Application System (PTCAS). Please refer to the PTCAS CSS PT program page for current and accurate application and admissions information. (www.ptcas.org) Admission decisions are based on evaluation of the PTCAS application file by the PT Program Admissions Committee. Preference is given to graduates of The College of St. Scholastica who are qualified for admission.
Prerequisites for Admission

Prerequisite courses for the Doctor of Physical Therapy program are based on the Standard Prerequisite Courses for Admission in Entry-level Physical Therapist Education approved by the Academic Council of the American Physical Therapy Association in October 2012. Because prerequisite courses establish the framework for the Doctor of Physical Therapy program, all prerequisite courses must be completed at an institution of higher learning. Advanced placement courses taken in high school will not be accepted as meeting the prerequisite requirements for application to the entry-level Doctor of Physical Therapy program.

**Full year, full sequence of Chemistry:** The PT program requires a full year, full sequence of chemistry with laboratory to prepare students for a background in biological life sciences such as anatomy, physiology, and tissue dynamics. A lower division sequence (1000 or 2000 level) provides an adequate background to prepare for life sciences. CSS course sequence: CHM 1110-1120 General Chemistry I & II. (4 credits each)

Full year, full sequence of human or vertebrate anatomy and physiology: A solid foundation in human anatomy and physiology is necessary to be a successful physical therapist. Completion of a full sequence of human anatomy and physiology is required. A laboratory component, preferably with a human cadaver or cadaver prosection, is required. CSS course sequence: BIO 2110-2120 Human Anatomy and Physiology I & II. (4 credits each)

**Full year, full sequence of Physics:** A full year, full sequence of physics with laboratory is required. Knowledge gained in this course sequence is applied in physical therapy through biomechanics and therapeutic interventions involving thermal energy, light, and electricity. Introduction to physics or a survey course in physics will not fulfill the requirements for the program. CSS course sequence: PSC 2001-2002 Physics I & II. (4 credits each)

Success in the physical therapy program is dependent on a number of functions deemed essential for the practice of physical therapy. Applicants must meet these essential functions and students must continue to demonstrate compliance with these essential functions throughout the program. Students needing reasonable accommodations to meet these essential functions should notify the Chair of their request.

**Essential Functions**

Critical thinking, problems solving capabilities, sound judgment, emotional stability and maturity, and ability to learn and function in a wide variety of didactic and clinical settings to be able to:

- Develop, monitor and manage individual patient/client plan of care.
- Perform and interpret physical examinations.
- Perform physical therapy procedures.
- Communicate effectively in oral and written formats.
- Direct and supervise support personnel.
- Maintain professional demeanor.
- Demonstrate problem solving, critical thinking, and sound judgment.
- Learn in a wide variety of didactic and clinical settings.
- Demonstrate empathy, integrity, flexibility, responsibility and effective stress management.

**Critical Demands**

Critical demands are aspects of work or job tasks that require a physical attribute and aspects of the body required to accomplish the task. If removed, or modified, they would not change the outcome of the position.

Physical - (0-33% ' occasionally; 34-66% ' frequently; 67-100% ' continuously based on an 8 hour work day)

- Firm grip strength – occasionally
• Gross hand coordination – continuously
• Fine hand coordination – continuously
• Sit – occasionally
• Stand – frequently
• Walk – frequently
• Reach – frequently
• Stoop/squat – frequently
• Push/pull – occasionally
• Kneel – occasionally
• Lift up to 50 lbs. – occasionally
• Carry – frequently
• Work with variety of therapeutic and adaptive devices including but not limited to wheelchairs, crutches, canes, electric stimulation, etc. – continuously
• Vision – corrected or non-corrected.

Communication

Listen / hear
Read English
Speak English
Write legibly in English

Students in the program are required to complete a physical examination and a criminal background check annually.

Student Handbook

The Physical Therapy Department publishes a student handbook each year containing policies, procedures and general information. Students should use this handbook as a primary resource for their day-to-day activities. Changes to the handbook are either made during the summer or, if changes are made during the academic year they are published and distributed to all students prior to initiation of the changes.

Clinical Internships

Students must complete one full time clinical experience and three internships while in the program. Clinical experiences and internships provide opportunities for the student to integrate and apply theory, knowledge, and skills acquired during the academic year to a variety of patient populations. In keeping with the mission and philosophy of the program, clinical experiences and internships are designed around the multiple experiences in physical therapy. Students must complete one internship in a rural setting; each remaining internship must differ in type of setting or experience. Within this affiliation framework, students have the opportunity to pursue areas of interest including but not limited to pediatrics, geriatrics, sports medicine, industrial medicine, etc. The assignments for the clinical internships are made by the Director of Clinical Education in consultation with the student. Selections are made on the basis of type and availability of setting and skills of the student.

Fees and Expenses

Due to the nature of the learning environment in the program, students are charged course fees for any course with a laboratory component. Students in the first year of the program can expect to pay approximately $800 in fees; students in the second and third year pay approximately $300 in course fees between the two years. Textbook requirements are carefully screened with texts chosen based on the utility of information. Students should anticipate paying approximately $1,550 for textbooks while in the program. Additional expenses associated with internships are the responsibility of the student. These costs are associated with travel to, between, and from clinical sites, and with housing. Travel and housing are arranged by the student.

Licensure and Registration

Students graduating from accredited programs in physical therapy are eligible to take the National Physical Therapy Examination. Successful completion of the exam is required to attain licensure in all states. Requirements for taking the exam vary by state. Students must apply separately for the national exam and for licensing. The department will certify the student’s readiness for these procedures, but is not responsible for obtaining, completing or returning the required forms.

Courses

PTH 6100 - Professional Behaviors I - 0 cr.
First in a four-course series focusing on the program’s requirement of professional behaviors development as an essential component of academic and clinical success. Using multidimensional assessment and evaluation, students begin to integrate professional knowledge and behavioral skills associated with success in the profession.

PTH 6101 - Professional Behaviors II - 0 cr.
Second in a four-course series focusing on the program’s requirement of professional behaviors development as an essential component of
academic and clinical success. Using multidimensional assessment and evaluation, students will demonstrate sufficient integration and application of professional knowledge and behavioral skills for progression to the first full-time clinical internship.

**PTH 6405 - Professionalism in Physical Therapy - 2 cr.**
Focuses on the profession of and professionalism in physical therapy. Socialization into the profession is examined from program, state, and national perspectives. Professionalism focuses on development of ethical practice, professional interaction, regulation, documentation, cultural competence, and the physical therapist's role as an educator.

*Crosslist Course: PTH 5405*

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**PTH 6410 - PT Administration I - 1 cr.**
First of a three-course series related to the administration and management of physical therapy services. The major forms of health care delivery and reimbursement models are investigated. Billing for physical therapy interventions is covered and the interaction of ethical and legal issues is addressed.

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**PTH 6480 - Critical Inquiry I - 1 cr.**
Introductory course provides a foundation for evidence based practice. Research methods, ethics and statistical procedures commonly used in physical therapy are reviewed and discussed. Concepts related to validity and reliability are emphasized.

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**PTH 6505 - Kinesiology/Biomechanics - 2 cr.**
Provides foundational knowledge for understanding normal human movement. Emphasis is on biomechanics, joint structure and function, and muscle activity in the human body concurrent with body regions covered in the Functional Anatomy course. The interaction between joints and movement during common activities of daily living is examined.

*Crosslist Course: PTH 5505*

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**PTH 6510 - Functional Anatomy - 4 cr.**
An advanced, regional, musculoskeletal anatomy course that emphasizes the study of functional relationships among musculature, nervous tissue, vascular, and skeletal components for the extremities and axial skeleton. Cadaver dissection laboratory experience is used to enhance understanding of three-dimensional anatomical relationships for specific body regions.

*Crosslist Course: PTH 5510*

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**PTH 6511 - Neuroscience - 5 cr.**
Studies the anatomy and physiology of the adult nervous system. Sensation, perception, cognition, and motor control are examined. Application includes analysis of normal functions as well as the effects of pathological lesions affecting the nervous system.

*Crosslist Courses: OTH 5511, OTH 5515*

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**PTH 6513 - Life Span Motor Development - 3 cr.**
Theories of motor development across the lifespan are presented in the context of physical therapy practice. Emphasis is on normal age related changes from infancy and childhood through mature adulthood and late life.

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**PTH 6517 - Systems Screening & MGT I - 3 cr.**
The first of a two-course series dealing with medical diagnoses and medical management of pathologies commonly treated by physical therapists. Principles of diagnostic imaging, laboratory testing, pharmacology, and their application in physical therapy are discussed.

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**PTH 6520 - PT Exam & Eval I - 4 cr.**
First of a two-course sequence focuses on the acquisition of fundamental examination skills in physical therapy practice. Students are introduced to the patient/client management model and learn how to perform a subjective examination and basic objective tests and measures for the musculoskeletal, neuromuscular, cardiopulmonary, and integumentary systems. Clinical reasoning is introduced related to the diagnostic process and identification of referral situations.

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**PTH 6521 - PT Exam & Eval II - 4 cr.**
Second course in the sequence of acquiring fundamental examination, evaluation and clinical reasoning skills. Patients/ clients with multi-system dysfunction are addressed. Environment, home, and work (job/ school/ play) assessments are incorporated into clinical reasoning.
PTH 6530 - PT Interventions I - 4 cr.
First of a two-course sequence designed to develop skilled application of interventions in the physical therapy management of patients. Students apply evaluation, diagnostic, and prognostic information to develop a plan of care for specific joint or regional applications of procedural interventions pertaining to electrotherapy, physical agents, and mechanical modalities. Competency in the application of interventions includes appropriate modification of the intervention plan based on monitoring patient response and individual patient needs and characteristics.

PTH 6531 - PT Interventions II - 4 cr.
Second course in the sequence designed to develop skilled application of exercise in the physical therapy management of patients. Students develop competency in application of evaluation, diagnostic, and prognostic information in to developing a plan of care that includes prescribing exercises, monitoring patient's response and program progression.

PTH 6535 - Physiological Response Inj/Ex - 3 cr.
A comprehensive study of the interrelated effects of exercise, injury, and healing processes on normal tissues. Included are discussions about inflammation, pain, edema, nutrition, acute and chronic exercise. Tissue dynamics of the cardiopulmonary, musculoskeletal, neuromuscular, and integumentary systems as they relate to physical therapy are emphasized.

PTH 6777 - Physical Therapy Topics - 0-4 cr.
Topics in Physical Therapy.

PTH 6901 - Internship Preparation - 0 cr.
Designed to prepare students for their first clinical internship experience. Included are the roles of the clinical and academic internship team members, professional communications specific to internships, and strategies for maximizing the internship experience. Procedures, requirements and assignments for pre-internship and internship processes are presented.

PTH 6910 - Patient/Client MGT I - 2 cr.
First of a four-course series designed to integrate multiple aspects of the student's professional education. Integration and application of professional skills, knowledge, and behaviors to patient/client problems through case studies, clinic rotations, and role playing is emphasized. Comprehensive management of the patient/client whose physical therapy needs require basic level skills is the focus for clinical decision-making and plan of care development.

PTH 6950 - Full-time Clinical Experience - 4 cr.
Provides students the opportunity to apply physical therapy skills, knowledge and theory in a clinical setting. Students are followed by the CSS Director of Clinical Education (DCE), but are directly supervised by on-site Clinical Instructors (CI). Development of professional behaviors continues as students interact daily with patients, clients, physical therapists, and other health care providers

Crosslist Course: PTH 5950

PTH 6999 - Independent Study - 1-8 cr.
Independent Study in Physical Therapy.

PTH 7102 - Professional Behaviors III - 0 cr.
Third in a four-course series focusing on the program's requirement of professional behaviors development as an essential component of academic and clinical success. Using multidimensional assessment and evaluation, students integrate and apply professional knowledge and behavioral skills associated with success in the profession.

PTH 7103 - Professional Behaviors IV - 1 cr.
Final course in a four-part series addressing professional behaviors and values, which are program requirements. Students complete the professional behavior portfolio to display attainment of desired professional behaviors and skills needed for readiness in clinical settings and necessary for success in the physical therapy profession. Self-reflection, self-analysis, and collective faculty evaluation provide mechanisms for continued professional development while enrolled in the program.

Crosslist Course: PTH 6103
PTH 7411 - Physical Therapy Admin II - 2 cr.
Addresses organizational structure, practice settings, leadership, and cost accountability. Included are issues related to human and facility resource management. Ethical, legal, and professional issues are interwoven into the course.

PTH 7412 - PT Administration & Advocacy - 3 cr.
Focuses on issues related to strategic planning, marketing, and quality assurance/outcomes assessment. Continued application of legal and ethical issues related to provision of physical therapy services.

Crosslist Course: PTH 6412

PTH 7481 - Critical Inquiry II - 2 cr.
Advanced application of evidence based practice through the critical review of research literature in physical therapy and related disciplines. Focus is on applying knowledge of statistics and research methodology to determine the appropriate incorporation of results into clinical practice.

PTH 7482 - Critical Inquiry III - 2 cr.
Students work in small groups to advance their knowledge of scholarly research methods and critical review under the guidance of a faculty advisor in an area of the faculty’s expertise. Students participate in a scientific poster presentation and compile a final research review paper.

Crosslist Course: PTH 6482

PTH 7518 - Systems Screening & Mgmt II - 3 cr.
Second of a two course series focuses on the medical management of various musculoskeletal and neurologic diseases and conditions along with the implications for physical therapy management of those patients/clients. Medical management of pediatric diagnoses is covered relative to physical therapy and lifespan implications.

Crosslist Course: PTH 6518

PTH 7540 - Musculoskeletal Eval & MGT - 4 cr.
Application of advanced physical therapy evaluation and interventions to patients/clients whose primary impairment or movement-limiting dysfunction is musculoskeletal in origin. Focus is on development of manual therapy techniques. Evidence-based practice and clinical decision-making are incorporated as they relate to developing, monitoring and progression of a patient's plan of care.

PTH 7541 - Multiple System Evaluation and Management - 3 cr.
Focuses on management of patients whose primary impairments, activity limitations, and participation restrictions are due to multi-system involvement. Development of a comprehensive plan of care and application of interventions for complex patients is emphasized.

PTH 7545 - Neuromuscular Eval & MGT I - 3 cr.
A comprehensive study of the integration of physiologic theories and principles with neuromuscular rehabilitation. Current theories relating to the control of normal and impaired movement are investigated and used to provide a framework for evaluation of and intervention for individuals with disability resulting from neurologic injury or disease.

PTH 7546 - Neuromuscular Eval & MGT II - 3 cr.
Advances the study and application of patient/client management theories and skills for patients with neuromuscular system involvement. Emphasis is on evaluation and management of individuals in the areas of gait disturbance, vestibular dysfunction, traumatic brain injury, and spinal cord injury.

PTH 7560 - Cardiopulmonary Eval & MGT - 3 cr.
A comprehensive study of the cardiovascular and pulmonary systems. The patient/client management model is applied to dysfunctions specifically involving these systems across the life span and the continuum of care. Managing critically ill patients in the intensive care unit and principles of primary and secondary prevention are discussed.

PTH 7565 - Integumentary Eval & Mgmt - 3 cr.
Introduces the evaluation and management of patients/clients with integumentary disorders. Factors affecting wound repair, wound infection, infection control and burns are presented. Tests and measures to assess skin integrity and tools to manage integumentary disorders are applied.

Crosslist Course: PTH 6565
PTH 7567 - Life Span Applications I: Pediatrics - 3 cr.
Entry-level approach to providing physical therapy services to pediatric patients/clients in a variety of settings. The patient/client management model is applied to multiple pediatric diagnoses and conditions. Abnormal development, therapeutic play, and behavior management are covered as essential components of pediatric physical therapy. Ethical, legal, and legislative issues affecting this population are addressed.

PTH 7568 - Life Span App II: Geriatrics - 2 cr.
Entry-level approach to providing physical therapy services to geriatric patients/clients in a variety of settings. Application of the patient/client management model is specific to this population. Legal, legislative, and ethical issues pertinent to geriatric patients/clients are discussed.

Crosslist Course: PTH 6568

PTH 7573 - Psychosocial Issues in PT - 2 cr.
Relates psychological and social factors that affect patient-practitioner interactions. Concepts related to communication, cultural competency, motivation, health, response to disability, sexuality, and abuse are discussed.

PTH 7710 - Pharmacology for Physical Therapists - 3 cr.
Analysis of the common classifications of pharmacologic agents and their potential effects on physical therapy assessment and plan of care.

Crosslist Course: PTH 6710

PTH 7715 - Diagnostic Imaging - 2 cr.
Compares and contrasts various imaging techniques, including basics of assessment, interpretation of reports and formulation of referrals.

Crosslist Course: PTH 6715

PTH 7720 - Health Policy - 3 cr.
Analysis of legal issues surrounding health care in America and the promotion of advocacy for reform.

Crosslist Course: PTH 6720

PTH 7730 - Evidence Based Practice - 3 cr.
Applies concepts of evidence-based practice including basic concepts of research, statistics, and critical analysis of literature in a topic of interest to the learner.

Crosslist Course: PTH 6730

PTH 7777 - Physical Therapy Topics - 0-4 cr.
Topics in Physical Therapy.

PTH 7911 - Patient/Client Mgmt II - 2 cr.
Application of the patient/client management model. Students synthesize information from previous and concurrent course work to develop a plan of care for a patient/client with single or multiple system involvement with faculty guidance. Students participate in self and peer review processes. The course provides opportunities for hands-on examination, evaluation, and intervention with patients in a clinical setting.

PTH 7912 - PT/Client Mgmt III - 2 cr.
Continued application of the patient/client management model across the life span for problems of increasing complexity. Development of professional behaviors and integration of all coursework is demonstrated through the creation and progression of plans of care in a variety of service models and therapist roles.

PTH 7913 - PT/Client Mgmt IV - 1 cr.
Integration of program course work with clinical practice, emphasizing the continuum of care across the life span and in multiple practice settings. The patient/client management model is applied to various cases with additional emphasis on physical therapists’ roles as advocates, administrators, consultants and teachers. Readiness for clinical internship is demonstrated through competence in core knowledge, clinical skills and professionalism.

Crosslist Course: PTH 6913
PTH 8725 - Differential Screening - 3 cr.
Focuses on screening processes and clinical reasoning skills in patient/client management. Emphasis is on the differential screening processes for physical therapy and indications for referral. Students will identify a primary care clinician (physician, advance practice nurse, or physician's assistant) within their communities to be a mentor for hands on training in physical differential screening skills. Prerequisites include Pharmacology for Physical Therapists and Diagnostic Imaging.

Crosslist Course: PTH 7725

PTH 8735 - Clinical Experience - 2 cr.
Demonstration of physical therapy skills, knowledge, and behaviors/interactions with patient/clients, peers, and other professionals through development of a portfolio and a cumulative project in addition to participation in group discussions pertinent to professional development and project completion.

Crosslist Course: PTH 7735

PTH 8825 - Differential Screening - 3 cr.
Focuses on diagnostic process and clinical reasoning skills in patient/client management. Emphasis is on the differential diagnosis process for physical therapy and indications for referral.

Prerequisite Courses: PTH 7710, PTH 7715

PTH 8890 - Elective in Physical Therapy - 1 cr.
An independent, supervised professional experience allowing the student to explore professional related content in greater detail. The elective can include, but not be limited to administration, policy, specialty areas of clinical practice, research, or service learning.

PTH 8951 - Clinical Internship I - 4 cr.
Provides a second, full-time opportunity to apply professional skills, knowledge, behavior, and theory in a clinical setting. Under the direct supervision of a clinical instructor, the student applies the elements of patient/client management in a physical therapy practice. Development of professional behavior continues as students interact daily with patients/clients, physical therapists, and other members of the health care team.

Crosslist Course: PTH 7951

PTH 8952 - Clinical Internship II - 6 cr.
The third full-time clinical experience occurs in a physical therapy practice setting different than experienced during previous internships. This internship provides further development, manipulation, and utilization of knowledge, skills and professionalism. Under the direct supervision of a clinical instructor, the student is expected to demonstrate autonomy in the management of familiar diagnoses. This internship may occur in a rural or urban setting, but at least one rural setting is required during the internship series.

PTH 8953 - Clinical Internship IV - 6 cr.
Terminal 10-week, full-time clinical internship representing the culmination of all previous course work. Students gain increased experience and depth of understanding for application and integration of skills, knowledge, and professional behaviors. By the end of this internship, the student is expected to demonstrate proficiency at the entry-level in all aspects of patient/client management. This internship may occur in a rural or urban setting, but at least one rural setting is required during the internship series.

PTH 8980 - Capstone - 1 cr.
Culminating experience in professional education with focus on professional socialization, professional development, and case presentations. Preparation for the physical therapy licensure examination is emphasized.

Master of Science In Physician Assistant Studies

Description
The goal of the Physician Assistant Program is to educate students within a comprehensive, interprofessional and innovative curriculum to provide high-quality care across the lifespan and meet the health care needs of our region. The PA program is a 24-month, full-time day program on-campus, in Duluth consisting of approximately 100 credits. The program is anticipated to begin September 2016.
Accreditation

CSS has applied for Accreditation-Provisional from the Accreditation Review Commission on Education (ARC-PA) for a proposed Physician Assistant program. CSS anticipates the first class in Fall 2016, pending receipt of Accreditation-Provisional status by the ARC-PA at the April 2016 commission meeting. Accreditation-Provisional is an accreditation status for a new PA program that has not yet enrolled students but, at the time of its initial accreditation review, has demonstrated its preparedness to initiate a program in accordance with the accreditation Standards.

Prerequisites

1. Completion of a bachelor's degree at a regionally accredited college or university.
2. Minimum cumulative and prerequisite GPAs of 3.0.
3. All prerequisites must have a minimum grade of "C."
4. We strongly encourage 750 hours of paid direct patient/client work experience (HCE). A successful applicant will typically have greater than 750 HCE hours. An applicant may still apply while actively completing HCE hours and will have the opportunity to describe plans for completion on the CASPA application. Typical experiences may include CNA, personal care attendant through an agency, EMT, paramedic, scribe, or other health care professional. The key part of this requirement is that the experience must involve direct, face-to-face service with the patient/client.
5. Applicants must be able to demonstrate knowledge of the role and responsibilities of a PA.
6. Applicants are required to complete the GRE. GRE scores must be obtained within five years of application.

   Preferred minimum scores:
   - Analytical writing: 4.0
   - Quantitative: 500 (GRE) or 144 (GRE Revised)
   - Verbal: 400 (GRE) or 146 (GRE Revised)

Note: Meeting minimum entrance requirements does not guarantee admission. Exceptions to minimum criteria may be made at the discretion of the admissions committee.

Program Goals

1. Teach across the lifespan to prepare graduates for practice in every setting
2. Emphasize curriculum and clinical education around rural and aging populations to prepare graduates to practice in these areas
3. Provide interprofessional experiences to create "team-care-ready" Physician Assistants
4. Provide outstanding Physician Assistants for our regional health care systems
5. Practice inclusive excellence in every experience and encounter
6. Develop leadership skills to prepare PAs to be a valued member of the medical team
7. Encourage dedication to our communities and the people we serve
8. Incorporate our Benedictine values into our professional work
9. Demonstrate the value of lifelong learning
10. Add value to and enrich the PA profession

Curriculum Focus

Curriculum for the PA program is currently under review. The curriculum will focus on the following areas (examples of courses):

Gross Anatomy
Cellular Biology
Public Health
Human Physiology I, II, III
Pharmacology I, II, III
Physical Exam and Diagnosis I, II, III
Problem Solving in Medicine I, II, III
PA Professional Issues I, II, III
Clinical Medicine I, II, III

Clinical Internships
Twelve months of clinical rotations are required during the second year of the program. These experiences include primary care, women's health, pediatrics, surgery, ER, behavioral health and specialty electives.

Licensure
To become a certified PA following completion of a Master's program, you must pass the Physician Assistant National Certifying Exam (PANCE), a computer-based, multiple-choice test comprising questions that assess basic medical and surgical knowledge.
Courses

PAS 6100 - Physical Exam & Clinical Diagnosis I - 2 cr.
Introduces clinical competencies in obtaining and recording history and physical exam findings including techniques for assessing specialty populations. Includes methods for organizing oral and written presentations of case material and clinical findings.

PAS 6110 - Physical Exam & Clinical Diagnosis II - 3 cr.
Introduces clinical competencies in obtaining and recording history and physical exam findings including techniques for assessing specialty populations. Includes methods for organizing oral and written presentations of case material and clinical findings.

PAS 6120 - Physical Exam & Clinical Diagnosis III - 3 cr.
Focuses on integrating subjective and objective findings of the neurologic, musculoskeletal, dermatologic, genital and obstetric exam into an assessment and plan. Includes techniques for oral and written presentations, relevant procedures, and assessment of specialty populations.

PAS 6200 - PA Professional Issues I - 0.5 cr.
Introduces the US health care and reimbursement systems including its impact on public health and medical practice. Discusses the history and current role of the physician assistant profession. Focuses on practice management topics including licensing, credentialing, and maintenance of certification.

PAS 6210 - PA Professional Issues II - 0.5 cr.
Introduces general medical ethical principles including guidelines for ethical practice and conduct expected of health professionals. Emphasizes cross-cultural communication techniques.

PAS 6220 - PA Professional Issues III - 0.5 cr.
Explores ethical and legal topics such as mandatory reporting, informed consent, quality of life, and end of life issues. Includes special topics such as research and genetics.

PAS 6300 - Human Physiology I - 4 cr.
Develops a foundation for the study of diseases by examining normal physiology followed by the pathophysiology of selected organ systems. Examines clinical cases to illustrate pathological conditions. Areas of study parallel the body systems concurrently studied in anatomy and pharmacology: cardiac, pulmonary, musculoskeletal and HEENT (head, eyes, ears, nose and throat).

PAS 6310 - Human Physiology II - 4 cr.
Develops a foundation for the study of diseases by examining normal physiology followed by the pathophysiology of selected organ systems. Examines clinical cases to illustrate pathological conditions. Areas of study parallel the body systems concurrently being studied in anatomy and pharmacology: renal, gastroenterological, reproductive/urologic, and introduction to endocrine and neurologic.

PAS 6320 - Human Physiology III - 4 cr.
Develops a foundation for the study of diseases by examining normal physiology followed by the pathophysiology of selected organ systems. Examines pathological clinical cases to illustrate these conditions. Areas of study parallel the body systems being studied in anatomy and pharmacology: neurologic and endocrine, behavioral health, infectious disease, hematologic/oncologic, and dermatologic and genetics.

PAS 6400 - Pharmacology I - 4 cr.
Develops a foundation in the general principles of pharmacology (including pharmacokinetics, pharmacotherapy, and pharmacodynamics) and their application to patient care. Classes of pharmaceuticals will parallel the organ systems concurrently studied in anatomy and physiology: cardiac, pulmonary, musculoskeletal, and head and neck.

PAS 6410 - Pharmacology II - 4 cr.
Develops a foundation in the general principles of pharmacology (including pharmacokinetics, pharmacotherapy and pharmacodynamics) and their application to patient care. Classes of pharmaceuticals will parallel the organ systems studied in anatomy and physiology: renal, gastroenterologic, reproductive, urologic, endocrine and neurologic.
PAS 6420 - Pharmacology III - 4 cr.
Develops a foundation in the general principles of pharmacology (including pharmacokinetics, pharmacotherapy and pharmacodynamics) and their application to patient care. Classes of pharmaceuticals will parallel the organ systems studied in anatomy and physiology: behavioral health, endocrine, neurologic, hematology/oncologic, infectious disease, and dermatologic.

PAS 6500 - Clinical Medicine I - 0.5 cr.
Develops clinical competencies in obtaining and history and physical exam findings, and employing basic clinical reasoning. Develops skills to effectively communicate with primary care preceptors.

PAS 6510 - Clinical Medicine II - 0.5 cr.
Develops progressive clinical competency in obtaining and recording history and physical exam findings, and begins employing clinical reasoning. Develops skills to effectively communicate with preceptor. Includes methods for organizing oral and written presentations of case material.

PAS 6520 - Clinical Medicine III - 0.5 cr.
Develops advanced clinical competencies in obtaining and recording history and physical exam findings, and employing clinical reasoning. Develops skills to effectively communicate with the preceptor. Includes methods for comprehensive oral and written presentations of case material and clinical findings to care team.

PAS 6600 - Problem Solving in Medicine I - 1 cr.
Develops competencies in describing team roles in patient care, engaging other health professionals in shared patient-centered problem solving, and integrating knowledge of other health professionals to develop care decisions while respecting patient values, priorities and preferences. Integrates public health and patient safety concepts. Includes techniques for written presentations.

PAS 6610 - Problem Solving in Medicine II - 1 cr.
Develops competencies in describing team roles in patient care, engaging other health professionals in shared patient-centered problem solving, and integrating knowledge of other health professionals to develop care decisions while respecting patient values, priorities and preferences. Integrates chronic disease management concepts. Includes techniques for written presentations.

PAS 6620 - Problem Solving in Medicine III - 1 cr.
Develops competencies in describing team roles in patient care, engaging other health professionals in shared patient-centered problem solving, and integrating knowledge of other health professionals to develop care decisions while respecting patient values, priorities and preferences. Assesses issues unique to specialty populations such as geriatrics, pediatrics and mental health. Includes techniques for written presentations.

PAS 6700 - Functional Anatomy I - 4 cr.
Advanced, regional anatomy course emphasizes the study of functional relationships between organ systems, musculature, nervous tissue, vascular, and skeletal components of the cardiovascular system and heart, pulmonary system, musculoskeletal system, and head, ears, eyes, nose, and throat. Cadaver dissection laboratory experience enhances understanding of the three-dimensional anatomical relationships among specific body regions.

PAS 6710 - Functional Anatomy II - 4 cr.
Advanced, regional anatomy course emphasizes the study of functional relationships between organ systems, musculature, nervous tissue, vascular, and skeletal components of the renal, gastrointestinal, urinary, reproductive, endocrine, and nervous systems. Cadaver dissection laboratory experience enhances understanding of the three-dimensional anatomical relationships among specific body regions.

PAS 6800 - Research Design and Evidence-Based Medicine - 2 cr.
Prepares students with foundational knowledge and skills needed to formulate research questions and hypotheses, critically evaluate and analyze scientific and medical journals, and to conduct computerized searches and literature reviews. Describes principles of Evidence-Based Medicine. Prepares the student for a Masters level capstone project and continued lifelong learning.

PAS 6900 - Public Health and Health Care Issues - 2 cr.
Examines disease prevention, health promotion services, public health, and community dimensions of medical practice. Reviews clinical management practices. Additional topics include coding and reimbursement, quality assurance, and risk management.
PAS 6950 - Emergency Medical Rotation - 4 cr.
Provides the opportunity for physician assistant students to train in all aspects of care of emergency medicine patients. Students are introduced to skills to evaluate, triage, manage and stabilize patients presenting to the emergency room. Students perform or assist in procedures performed in the emergency room. Students will learn to effectively communicate with patients, and families under stress. Requires direct supervision by clinical instructors. 40 hours/week for 4 weeks.

PAS 6952 - Pediatric Medicine Rotation - 4 cr.
Provides the opportunity for physician assistant students to train in all aspects of medical care for children and adolescents. Students are introduced to problems commonly encountered by pediatric primary care providers, as well as unique aspects of community based pediatric medicine. Students develop medical, technical and interpersonal skills to provide care for pediatric patients and his/her parent(s) or guardian(s). Requires direct supervision by clinical. 40 hours/week for 4 weeks.

PAS 6956 - Behavioral Medicine Rotation - 4 cr.
Provides the opportunity for physician assistant students to develop an evidence-based approach to the evaluation, diagnosis and management of patients with psychiatric and behavioral conditions. Students perform or assist in behavioral medicine assessments. Students are active members of the health care team and demonstrate appropriate interpersonal skills. The rotation will provide the opportunity to develop understanding of the role of psychiatrists, psychologists, social workers and nurses in the care of patients with psychiatric and behavioral health conditions. Requires direct supervision by clinical instructors. The rotation will be 40 hours/week for 4 weeks.

Master of Social Work

Description of the Discipline
The Master of Social Work (MSW) Program at The College of St. Scholastica prepares graduates for careers as clinical social workers through a specialized clinical concentration, Mental Health across the Life-span. According to the National Association of Social Workers (NASW), clinical social workers are the largest group of behavioral health practitioners in the US. These clinicians assess, diagnose, treat, and prevent mental illness and other behavioral disturbances with individuals, families, groups, and the community. Clinical social workers practice in a variety of settings, including hospitals and community mental health programs, social service agencies, and in private practice.

Program Mission
It is the mission of The College of St. Scholastica Master of Social Work Program to prepare advanced practitioners who demonstrate social work competence, practice ethical behavior, promote social and economic justice, and serve diverse communities in the Benedictine tradition, which includes the values of community, hospitality, respect, stewardship, and love of learning.

Program Goals
GOAL ONE
Foundation Sequence: To prepare students for competent advanced social work practice, including the knowledge based on scientific inquiry, values that foster respect for diversity, a global perspective, and skills for promoting individual and community well-being.

GOAL TWO
Advanced Sequence: To prepare students for advanced social work practice in an area of specialization, in ways that foster social and economic justice, prevent conditions that limit human rights, help eliminate poverty, and enhance the quality of life for all persons.

Social Work Competency
The MSW curriculum prepares graduates for advanced practice through mastery of a set of core competencies. These competencies are measurable practice behaviors comprised of the knowledge, values, and skills of the profession. CSS Social Work students are prepared to meet the educational goals of the Social Work Program and for advanced social work practice through demonstration of these competencies. The MSW specialization builds on professional values, ethics, principles, practice methods, and the Person-and-Environment construct of the profession. It reflects the profession's mission to promote human and social well-being. Advanced practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The advanced practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice; incorporates diversity into their practice; and advocates for human rights, and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings.

Program
The MSW Program has two primary tracks for delivery of social work graduate programming - an Advanced Standing track comprised of 36 credits and a Regular Standing track with a total of 60 credits (24 preliminary credits and then the same 36 credits taken by the Advanced Standing students). Students are eligible for the Advanced Standing Track if they have a Baccalaureate social work degree from a CSWE accredited program and meet CSS graduate and program admission criteria. Having previously successfully completed an undergraduate degree through a CSWE accredited program, these students may only need one calendar year of study in the program to complete the advanced clinical concentration and...
receive their degrees. This Advanced Standing track includes at least 450 hours of supervised field practicum instruction.

Students without a social work degree who may be coming to the program from a variety of liberal arts and science undergraduate educational backgrounds follow the Regular Sequence Track which involves a foundation year of course work built around core professional competencies. This is followed by a second year within the program in an advanced clinical concentration. The Regular Sequence Master of Social Work track includes a minimum of 900 hours of supervised field practicum instruction, consistent with CSWE accreditation standards. Delivery through a part-time program, should that option be approved for a student, may take as many as three years for completion.

Students who have an undergraduate social work degree from a CSWE accredited institution may apply for the Advanced Standing sequence, which will lessen the hours, needed for graduation. Essentially, the Advanced Standing Track is based on the specialized concentration of clinical social work, with students in the second year of study of the Regular Sequence having the same concentration options. This means students in the second year of the Regular Sequence Track are able to attend the same concentration classes as students in the Advanced Standing Track.

Admission and Retention Procedure and Policies
The College of St. Scholastica Social Work Program has clearly defined policies and procedures that determine both the admission to and retention in the program, once admitted. The admission procedures and policies include:

Regular Sequence Track
(60 Credits: Full-time - 2 years or Part-time - 3 years)

Required qualifications for admission:
1. Prior Degree: Students accepted for the MSW Program must have completed a baccalaureate (e.g. BA, BS) degree reflecting a liberal arts foundation from an accredited college or university.
2. GPA: Applicants should have a minimum of a 3.0 GPA (on a 4.00 scale) or better on the last 60 hours of undergraduate coursework.
3. Course Prerequisites. Applicants must have one college-level course in each of the following: human biology, statistics, and general or developmental psychology before registering for the first semester in the MSW Program.
4. References. Applicants must submit two professional and/or academic reference forms from people who can address the applicant's abilities and interpersonal skills, potential for graduate education and potential for professional social work practice.
5. Professional Statement. Applicants must submit a well-written professional statement that addresses the following:
   a. What motivated you to decide to pursue an MSW?
   b. What are strengths and weaknesses with respect to the ten core social work competencies that will impact the way you practice as a social worker?
   c. Discuss any significant volunteer and/or work experiences related to social work or human services.
   d. What are your professional goals and plans in social work?
6. Resume: Applicants will submit a current resume or vitae with their application.
7. Interview: Applicants may be asked to interview with the Admissions Committee before a final decision is reached.

Possible actions include:
   a. Acceptance of application.
   b. Provisional acceptance of application with specified conditions and time lines.
   c. Denial of application.

Required Classes:
SWK 6100, 6101, 6102, 6103, 6201, 6202, 6205, 6255, 6300, 6302, 6400, 6402, 6403, 6404, 6405, 6501, 6502, 6555

Advanced Standing Sequence
(36 Credits: Full-time - 1 year or Part-time - 2 years)

Required qualifications for admission:
1. Prior Degree: Applicants to the Advanced Standing option must hold a Bachelor's Degree in Social Work (BSW, BSSW) or other Bachelor's degree (BS or BA) with a major in social work from a program accredited by CSWE at the time of enrollment.
2. GPA: The Department prefers applicants with a minimum of a 3.0 GPA (on a 4.00 scale) or better on the last 60 hours of undergraduate coursework.
3. Course Prerequisites. Applicants must have one college-level course in each of the following: human biology, statistics, and psychology before registering for the first semester in the MSW Program.
4. References. Applicants must submit two professional and/or academic reference forms from individuals who can address the applicant's abilities and interpersonal skills, potential for graduate education and potential for professional social work practice. It is preferred that one of these references be from a field instructor or supervisor.
5. Professional Statement. Applicants must submit a well-written professional statement that addresses the following:
   a. What motivated you to decide to pursue an MSW?
   b. What are strengths and weaknesses with respect to the ten core competencies that will impact you as a social worker?
   c. Discuss any significant volunteer and/or work experiences related to social work.
   d. What are your professional goals and plans in social work?
6. Resume: Applicants will submit a current resume or vitae with their application.
7. Fieldwork Evaluation: Advanced standing applicants are asked to provide a copy of their senior field evaluation. Students that have not completed their senior field placement at the time of application may submit a copy of their junior field evaluation. Advanced Standing applicants who are unable to provide a Field Performance Plan that assesses performance of the ten core competencies will be asked to complete an evaluation of their current work performance in cooperation with their supervisor and then provide that assessment to the MSW Program. Please contact the Social Work Department for a copy of this form. Applicants who have completed their undergraduate degree in social work more than seven years from the date of application may be asked to provide additional documentation of continuing education efforts, continuous licensure as a LSW, or other examples of currency with the profession.

8. Interview: Applicants may be asked to interview with the Admissions Committee before a final decision is reached.

Possible actions include:

a. Acceptance of application.

b. Provisional acceptance of application with specified conditions and time lines.

c. Denial of application.

Required Classes:

SWK 6300, 6302, 6400, 6402, 6403, 6404, 6405, 6501, 6502, 6555

The CSS MSW Program does not grant social work course credit for life experience or previous work experience, consistent with accreditation standards of the Council on Social Work Education.

Background Study

Students entering the Social Work program are required to submit an annual Minnesota background study. The study must be completed and returned with a “clear” status before the student may participate in fieldwork or continue in the Social Work Program. Students will have one month after notification to submit the online application for the Minnesota background study and/or materials for a background study in the student's home state, if other than Minnesota. The cost of the Minnesota background study is paid through course fees.

Additional requirements for participation in fieldwork may include a drug test/screen, finger printing, additional immunizations or titers, etc. These requirements are site-specific. Some students also may be subject to a federal criminal background study. Students will be notified on how to submit the appropriate material for these additional requirements. NOTE: Students should be aware that if they have a criminal record, they might not be able to participate in fieldwork or become licensed by individual states to practice as a social worker.

Retention Policy

Because of the responsible positions of authority that social workers hold, and the potential to do harm in those positions, academic requirements in the MSW Program are by necessity comprehensive. In addition to student scholastic requirements for completion of courses at certain grade levels, social work students are expected to behave in a manner that is consistent with the values, ethics, and conduct requirements of the profession of social work in their three primary roles in the program: as learners, as students in a professional program, and as future professional helpers. Comprehensive academic performance standards in the social work program include cognitive, skill, scholastic, behavioral, and professional components and are primary indicators of professional readiness for practice in the field of social work. Graduation from the Program requires successful demonstration of all ten competencies and through meeting all guidelines established in the program's Essential Student Behavior section of the MSW Student Handbook.

Courses

**SWK 6100 - Social Welfare Policy and Service Delivery - 3 cr.**

Designed for graduate social work students who will be participating in the first field practicum placement the following semester. Students assess their interests and abilities, familiarize themselves with available field placement sites, explore and develop professional interviewing skills, complete necessary documentation, and interview with prospective field placement sites. Assignments will cover placement readiness, personal learning style, how to choose a field placement site, the role of the professional social worker through the NASW Code of Ethics, student application process for field placement, interviewing skills, contracting with an agency, developing a learning plan, and the effective utilization of supervision.

**SWK 6101 - Direct Practice I - 3 cr.**

Designed to help students develop the professional foundation skills, knowledge, and values for social work services to individuals, groups, families, and communities. Prepares students to engage, assess, intervene, and evaluate client systems at multiple levels.

**SWK 6102 - Foundations of Human Behavior in the Social Environment - 3 cr.**

Designed for graduate social work students who will be participating in the first field practicum placement the following semester. Students assess their interests and abilities, familiarize themselves with available field placement sites, explore and develop professional interviewing skills, complete necessary documentation, and interview with prospective field placement sites. Assignments will cover placement readiness, personal learning style, how to choose a field placement site, the role of the professional social worker through the NASW Code of Ethics, student application process for field placement, interviewing skills, contracting with an agency, developing a learning plan, and the effective utilization of supervision.

**SWK 6103 - Foundations of Social Justice - 3 cr.**
Helps students understand the dynamics of economic, social, and cultural factors in the lives of clients and client systems. Strategies for advancing human rights and social and economic justice in various contexts are explored. Students will use knowledge of the effects of oppression, discrimination, and historical trauma on client systems to guide treatment planning and intervention.

**SWK 6201 - Direct Practice II - 3 cr.**
Examines and uses evidence-based practice theories and frameworks, methods, skills, ethics and values for service delivery in working with individuals, groups, families and communities. Emphasis on multidimensional approaches in engagement, assessment, intervention, and evaluation.

**SWK 6202 - Research Design in Social Work - 3 cr.**
Provides foundation-level knowledge of the scientific approach used in social work research methodology and evidence-based practice. Students gain knowledge and skills necessary to understand the problems that social workers in advanced clinical practice encounter as well as the methods for evaluating change in all areas of practice. Students gain an appreciation and understanding that research (both quantitative and qualitative) is a basic tool for advanced social work clinical practice. The course emphasizes the practice-research link focusing on ethics and human diversity related to age, gender, race, ethnicity, sexual orientation, and disability.

**SWK 6205 - Preparation for Field Practicum I - 1 cr.**
Designed for graduate social work students who will be participating in the first field practicum placement the following semester. Students assess their interests and abilities, familiarize themselves with available field placement sites, explore and develop professional interviewing skills, complete necessary documentation, and interview with prospective field placement sites. Assignments will cover placement readiness, personal learning style, how to choose a field placement site, the role of the professional social worker through the NASW Code of Ethics, student application process for field placement, interviewing skills, contracting with an agency, developing a learning plan, and the effective utilization of supervision.

**SWK 6255 - Field Practicum I - 0-6 cr.**
Provides students with the opportunity to integrate direct practice with acquired theoretical knowledge and skills. The seminar facilitates the integration of classroom content and direct practice experience from the field experience. Attention is given to the relationship between the purpose, values, and principles expressed in the NASW Code of Ethics and evidence-informed practice of social work. The practicum socializes students to perform the role of practitioner and contributes to the development and assessment of requisite foundation competencies.

**SWK 6300 - Assessment and Differential Diagnosis - 4 cr.**
Presents assessment and diagnostic techniques associated with mental health and mental disorders within the context of the lifespan (child; adolescent; adult; and aging perspectives). Categories of psychiatric disorders are considered with respect to their differentiating characteristics, explanatory theories, and relevance for social work practice according to the DSM, ICD, and other diagnostic tools. Students will learn models of assessment to evaluate human functioning throughout the lifespan. Addresses the impact of race, ethnicity, social class, age, gender, and other sociocultural variables on the diagnostic processes.

**SWK 6302 - Evidence-Based Intervention and Treatment - 4 cr.**
Develops the knowledge and skills necessary for working with client systems using principles of evidence-based practice. Students will become familiar with evidence-based practices as a central approach to practice, as well as specific evidence-based interventions to use for client wellbeing. Students will learn to examine the research literature to determine the various levels of scientific support for specific interventions, essential principles for translating research into practice, and how to identify appropriate treatment outcomes that reflect quality practice with diverse groups.

**SWK 6400 - Policy and Services in Diverse Settings - 3 cr.**
Prepares students to critically engage in policy practice within an area of specialization. Building on foundational knowledge, the course examines advanced skills in the development, analysis, advocacy, and implementation of policy as it pertains to practice with individual clients, families, groups, interdisciplinary teams, and service providers. Focus includes service delivery systems, technological advances, and ways of changing regulatory strategies. Consideration will be given to the effects of age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation on social welfare policy practice.

**SWK 6402 - Practice Evaluation I - 2 cr.**
Focuses on the research process within the context of advanced social work practice. Content covers the theory and practice of evaluation as a method of assessing advanced social work practice. Emphasis is on developing the knowledge and skills required to critically assess empirically based evidence for practice with clients across the lifespan and to design ethical and feasible approaches to practice evaluation.

**SWK 6404 - Advanced Practice with Groups - 2 cr.**
Advanced practice course that helps students develop an understanding of how advanced clinical social work practice applies to the context of groups. Students learn to facilitate group dynamics and apply major theoretical frameworks with culturally sensitive modifications to various types of treatment and task groups.

**Prerequisite Courses:** SWK 6101, SWK 6201, SWK 6300, SWK 6302

**SWK 6405 - Preparation for Field Practicum II - 1 cr.**
Students assess their interests and abilities, familiarize themselves with available advanced clinical field placement sites, explore and develop professional interviewing skills, complete necessary documentation, and interview and familiarize themselves with prospective advanced clinical field placement sites. Assignments will cover placement readiness for advanced clinical social work, preferred supervision style, how to choose an advanced clinical field placement site, the role of the professional social worker through the NASW Code of Ethics, student application process for the advanced clinical field placement, interviewing skills, contracting with an agency, developing a learning plan, the effective utilization of clinical supervision and licensure standards.

**Prerequisite Courses:** SWK 6101, SWK 6201, SWK 6255, SWK 6300, SWK 6302

**SWK 6501 - Advanced Practice - 4 cr.**
Focuses on reinforcing, integrating and building advanced social work practice skills, including engagement, assessment, intervention, and evaluation of clients with special attention devoted to complex practice situations encountered by social workers. Students learn practice skills and strategies through evidence-based approaches and theories to promote change in client systems. Topics vary according to practice situation. Course may be repeated when topics vary.

**SWK 6502 - Practice Evaluation II - 2 cr.**
Focuses on practice evaluation methods to assess advanced social work practice effectiveness and guide practice decisions for client and community well-being. This course will focus on the direct application of the analytical skills and knowledge associated with developing and implementing evaluation designs that are appropriate for advanced social work practice.

**SWK 6555 - Field Practicum II - 0-6 cr.**
Integrates acquired knowledge, skills, and values through an advanced social work field practicum experience. The seminar facilitates the integration of classroom content and direct practice experience in the field. Attention is given to the relationship between the purpose, values, and principles expressed in the NASW Code of Ethics and evidence-informed, advanced social work practice. The field practicum socializes students to perform the role of a clinical practitioner and contributes to the development and assessment of advanced clinical competencies.

**Prerequisite Course:** SWK 6205

**SWK 6777 - Topics in Social Work - 6 cr.**
Description coming soon.
School of Nursing

The Post-Master's Nursing Program educates professional nurses for advanced practice in nursing either as adult/gerontological nurse practitioners, family nurse practitioners, or psychiatric mental health nurse practitioners, family. The curriculum has the integration of nursing science, concepts and theories from related disciplines, along with practice and research. Opportunity is provided to pursue individual interests with respect to clientele and health care settings. Applicants must demonstrate that all essential core courses of specified track (BIO 5777, NSG 6605, NSG 6610, NSG 6614, NSG 6671, NSG 6677, NSG 8200, NSG 8215, NSG 8675) are met through equivalent courses of masters in nursing program.

Post-Master's Certificate Options

Adult/Gerontological Nurse Practitioner:

For additional information on this certificate program in an easy-to-read format, please read our Adult/Gerontological Nurse Practitioner Gainful Employment Disclosure notice.

Family Nurse Practitioner:

For additional information on this certificate program in an easy-to-read format, please read our Family Nurse Practitioner Gainful Employment Disclosure notice.

Psychiatric Mental Health Nurse Practitioner, Family:

For additional information on this certificate program in an easy-to-read format, please read our Psychiatric Mental Health Nurse Practitioner, Family Gainful Employment Disclosure notice.

Nursing Informatics Certificate

Program Overview

This post baccalaureate certificate program focuses on the application of computerized information systems to the work processes and decision-making activities of nurses in patient care, education, and research. According to the Technology Informatics Guiding Educational Reform (T.I.G.E.R.) Initiative, nurses specializing in informatics increase the accuracy and completeness of documentation, improve workflow, and manage data to improve patient safety and health outcomes.

Format

The Nursing Informatics Program is offered as an interdisciplinary program, consisting of courses from the Department of Graduate Nursing, the Health Informatics and Information Management (HIIM) Department, and the Computer Information Systems (CIS) Department. The certificate includes 200 practicum hours, which would qualify students to take the American Nurses Credentialing Center (ANCC) Certification in Informatics Nursing. The program is offered 100 percent online.

Program Outcomes

1. Incorporate theories, principles, and concepts from appropriate sciences into informatics practice and research to improve health outcomes.
2. Describe the design, implementation, analysis, and evaluation of informatics solutions to support patients, nurses, and other providers in their decision-making.
3. Integrate social, legal, regulatory, and ethical standards into an informatics solution for nursing and health care.
4. Promote the utilization of data, information, and knowledge management in health care.

Nursing Informatics Certificate Program Admission Requirements

- Current, active RN license, within a state or territory of the United States.
  IMPORTANT: For your application to be processed, the College must be able to validate your RN license. If your state does not have an online RN license validation process, you must submit a notarized copy of current RN license valid in the U.S. to Office of Graduate and Extended Studies Admissions, The College of St. Scholastica, 1200 Kenwood Avenue, Duluth, MN 55811
- BA/BS degree in nursing or BA/BS degree in a relevant field, from an accredited college or university.
- Cumulative GPA of 2.8 on required transcripts.
  Note: Meeting minimum entrance requirements does not guarantee admission.

Prerequisites

- Strong writing skills.
- Proficiency in using a computer.
Doctor of Nursing Practice (DNP) Program

General Information

The DNP program is based on *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006) guidelines for the curriculum, and reflects a multidisciplinary design incorporating appropriate graduate level courses from other disciplines. This program is designed to guide Registered Nurses and APN professionals in the development of a higher level of leadership skill at the organizational and systems level of practice as change agents for improving health care outcomes that focus on the following essential elements:

I. Scientific Underpinnings for Practice
II. Organizational and System Leadership for Quality Improvement and Systems Thinking
III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice
IV. Information System/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
V. Health Care Policy for Advocacy in Health Care
VI. Inter-professional Collaboration for Improving Patient and Population Health Outcomes
VII. Clinical Prevention and Population Health for Improving the Nation's Health
VIII. Advanced Nursing Practice

The College of St. Scholastica offers two DNP program options: The Baccalaureate to Doctor of Nursing Practice (BS to DNP) program and the Post Master's DNP program.

The BS to DNP Program at The College of St. Scholastica educates professional nurses for advanced practice in nursing as adult/geriatric nurse practitioner, family nurse practitioner, adult psychiatric nurse practitioner or family psychiatric nurse practitioner. Doctoral-level courses are integrated throughout the advanced practice nursing curriculum and prepare the future DNP to expand their knowledge and practice options. The BS to DNP option is offered in a hybrid format consisting of online courses supplemented with minimal on-campus meetings. Students should not work more than 0.6.

Learning outcomes:

Expected outcomes of the program are designed to prepare graduates who will:
1. synthesize knowledge from nursing and related disciplines as a basis for advanced nursing practice across the lifespan;
2. implement roles of advanced nursing practice responsive to changing environmental forces;
3. integrate leadership skills, teaching and collaborative strategies to facilitate policy changes that augment health; 4. integrate and apply evidence based research to advanced nursing practice with individuals and populations across the lifespan;
5. utilize knowledge of political, economic and social issues in ethical and legal decision-making to resolve dilemmas of practice;
6. demonstrate a commitment to the advancement of professional nursing and to the professional growth of self and peers;
7. evaluate care delivery models in order to develop or redesign sustainable systems of care;
8. assume leadership roles on interprofessional teams to collaboratively improve patient and population health outcomes;
9. utilize information technology and research methods to analyze multiple sources of client outcome data for the improvement and transformation of health care;
10. implement and evaluate evidence-based interventions to reduce health care disparities, particularly among the rural and underserved.

The Post-Master's Program option (Post MS) for current advanced practice nurses.

The Post MS Program option is offered in an online format; this makes our DNP programs accessible to working students with busy lives. It is recommended that students work no more than 0.6.

Learning outcomes:

The curriculum builds upon outcomes of the current master's curriculum to incorporate the essential elements not met in the master's program. Outcomes of the post-master's program are to prepare nursing leaders with the following competencies:
1. evaluate care delivery models in order to develop or redesign sustainable systems of care;
2. assume leadership roles on interprofessional teams to collaboratively improve patient and population health outcomes;
3. utilize information technology and research methods to analyze multiple sources of client outcome data for the improvement and transformation of health care;
4. implement and evaluate evidence-based interventions to reduce health care disparities, particularly among the rural and underserved.

**Admission Requirements for BS to DNP program**
Admission Requirements for Post-Master's DNP program

Transfer Credits

Students may apply transfer graduate credits they have earned from an accredited college or university toward completion of their St. Scholastica degree. A maximum number of six transfer credits can be applied. The transfer credit must have been completed no more than seven years prior to the date the St. Scholastica degree is completed. Forms to request transfer of credits can be obtained from the Graduate Studies Office. The College of St. Scholastica will consider transfer credits from students who:

- Submit a Credit Transfer Application form.
- Submit an official transcript sent from the accredited institution.
- Submit the course syllabus, catalog or other pertinent descriptive information.
- Demonstrate course content is applicable to the enrolled program.
- Have earned course grade of 3.0 or better.
- Completed the course seven years prior to applying to the St. Scholastica program.

Degree-seeking students planning to enroll in courses at another institution with the intent to transfer the credits to The College of St. Scholastica will need to send a written request and supporting course documentation to the Chair, Department of Graduate Nursing prior to enrolling in the course. Written approval will be provided if the course is acceptable for transfer.

Courses

**NSG 6450 - Introduction to Health Informatics - 3 cr.**
A foundational and practical introduction to the concepts of health care informatics and technology as it supports health care delivery, education, research, and administration. Focus will include the role and impact of the nurse informatician. Based on courses objectives, a minimum of 45 supervised practicum hours are required in collaboration with an appropriate agency and mentor.

**NSG 6655 - Nursing Informatics Practicum - 3 cr.**
Practical application of nursing informatics knowledge and skills. Based on course objectives, students select a practicum experience with an appropriate agency and mentor. Requires a minimum of 155 supervised practicum hours.

**NSG 8200 - Outcomes Research - 3 cr.**
Knowledge and skill development in the evaluation of quantitative research studies and the translation of outcomes research into practice. This course emphasizes applying current theoretical models and research to clinical practice.

**Prerequisite Course:** NSG 8675

**NSG 8201 - Clinical Project I - 2 cr.**
Focuses on developing a literature review, beginning needs assessment, and problem statement to prepare students to design an implementation and evaluation plan for an evidence-based, outcomes-oriented, quality improvement doctoral project designed to effect a practice or systems change. Students work with class colleagues and the course instructor to produce an integrated literature review and problem statement based on a needs assessment in a clinical area of interest.

**Prerequisite Course:** NSG 8000

**NSG 8202 - Ethics in Health Care - 3 cr.**
Analysis of both empirical research and philosophical inquiry in health care ethics with due consideration for human diversity and social context. Exploration of current ethical issues, including relevant contextual factors, within the health care disciplines broadly, and within the student's area of clinical practice and scholarship specifically. Emphasis on the socially organized practices of responsibility that influence ethical decision-making and their implications for health care delivery within the professional domains of administration, clinical care, policy and education. This course focuses primarily on the ethical problems of nursing practice. It is designed to help students increase their knowledge of the domains of ethical experience, articulate the ethical issues they experience in practice, and justify the reasons for taking one course of action over another. Readings are taken from moral philosophy, bioethics, nursing, feminist theory, and social science.

**NSG 8206 - Clinical Project II - 2 cr.**
Focuses on the continuation of an evidence-based, outcomes-oriented, quality improvement project designed to implement and evaluate a practice or systems change in a healthcare context. Students apply principles of outcomes research while refining, developing, completing, and defending the
DNP clinical project proposal. Students work independently with the guidance of the faculty advisor and agency project sponsor. Course includes formal project proposal defense and Human Subjects review and approval.

Prerequisite Courses: NSG 8000, NSG 8201

**NSG 8207 - Clinica Project III - 2 cr.**
Focuses on implementation, evaluation, completion, and successful final defense of an evidence-based, outcomes-oriented, quality improvement project designed to effect a clinical practice and/or systems change in a healthcare context. Students work independently under the guidance of the faculty advisor and agency project sponsor to implement goals and objectives, collect and analyze data, and evaluate project outcomes. Course includes a final project defense to a committee of faculty.

Prerequisite Courses: NSG 8000, NSG 8201, NSG 8206, NSG 8470

**NSG 8213 - Evidence-Based Practice - 3 cr.**
Prepares students with foundational skills and competencies for practice inquiry and the critical appraisal of evidence to improve health quality, safety, and outcomes. Emphasizes the essential elements of evidence-based practice, including formatting clinical questions in advanced practice nursing roles, searching and appraising evidence, integrating evidence into practice, and evaluating outcomes.

**NSG 8215 - Lifespan Health Assessment - 4 cr.**
Advanced physical, psychological, social, and developmental skills necessary for advanced nursing practice with patients across the lifespan. Emphasizes principles and techniques of data collection, communication, and physical examination. Explores and applies health promotion concepts based on patient’s age, culture, and setting. Explores basic laboratory and diagnostic procedures. Lab meetings required.

**NSG 8220 - Women's Reproductive Health Across the Lifespan - 3 cr.**
Introduction to the role of the primary care nurse practitioner in the promotion and management of women’s reproductive health across the lifespan. Covers well-woman care including healthy pregnancy, lactation, pre-natal and post-natal care, and menopause along with frequently encountered problems in reproductive health care. Forty-five (45) clinical hours are required.

Prerequisite Course: NSG 8215

**NSG 8250 - Continuing Clinical Project Enrollment - 0 cr.**
Designed for BS-DNP or Post-Master's DNP students who have completed all other requirements for their degree program but did not complete the DNP clinical project within the expected time frame. If no other clinical project course registration, these students must register for continuing clinical project enrollment each semester until project completion. The fee for continuing clinical project enrollment equals the tuition for one graduate semester credit. Prerequisites: Enrollment in the BS-DNP or Post-Master’s DNP program and completion of all requirements for the degree program including N8201: Clinical Project I

**NSG 8323 - Quality Improvement - 3 cr.**
Examines the fundamental concepts of quality improvement (QI) and the role QI has on the quality and safety of health care systems and patient outcomes. Explores methods, models, and tools used to evaluate practice variation and minimize risk of harm.

**NSG 8410 - Cultural Perspectives/Adv Prac - 2 cr.**
International service learning elective course for graduate nursing. Web-enhanced course with required on-campus meeting and 60 clinical hours. Emphasis on family, pediatric, and women’s healthcare in a selected developing country. Course culminates in a health care mission trip to a third-world site. Students prepare by participating in online learning modules and discussions, course projects, and on-campus class meetings.

**NSG 8430 - Health Care Informatics - 3 cr.**
An introduction to the concepts of health care informatics. Explores the use of information technology applications used by health care professionals to support health in clinical practice, education, research, and administration.

Crosslist Course:

**NSG 8470 - Health Program Evaluation - 3 cr.**
Focuses on evaluating health programs including the activities, characteristics, and outcomes used to draw conclusions about health programs. Students develop skills in health program planning and evaluation through discussion and analysis of literature and development of a health program evaluation plan.
NSG 8520 - Assessment and Management of Psychiatric Disorders in Adults - 2 cr.
Explores the diagnostic criteria and treatment modalities for major categories of psychiatric illness. Articulates and develops the content areas and competencies necessary for entry-level, advanced practice psychiatric-mental health nursing, including psychiatric interviewing, DSM-5 differential diagnosis, and comprehensive psychiatric assessment and holistic management of individual, adult clients with acute and chronic psychiatric disorders and/or common mental health problems.

Prerequisite Courses: NSG 8662, NSG 8677, NSG 8678

NSG 8521 - Psychiatric Practicum I: Adults - 4 cr.
Develops the competencies and clinical skills necessary for entry-level, advanced practice psychiatric-mental health nursing, including psychiatric interviewing, DSM-5 differential diagnosis, and comprehensive psychiatric assessment and holistic management of individual, adult clients with acute and chronic psychiatric disorders and/or common mental health problems. Develops additional competencies in mental health promotion/disease prevention and psychoeducation, psychotherapy, and psychopharmacologic treatment. 135 clinical hours.

Prerequisite Courses: NSG 8662, NSG 8677, NSG 8678

NSG 8525 - Groups in Advanced Practice Psychiatric Nursing - 2 cr.
Examines the structure, functions, processes, and developmental course of groups in human life and health care practice. Explores theoretical principles of group psychotherapy and synthesizes the theory and practice of group psychotherapy in advanced practice psychiatric nursing for the development of skills needed to function as a novice group therapist/facilitator.

Prerequisite Course: NSG 8662

NSG 8526 - Psychiatric Practicum II: Groups - 4 cr.
Application of theoretical principles and techniques of group psychotherapy to a practicum experience with diverse group members with a wide range of psychiatric and mental health problems. Focuses on the development of skills needed to function as a novice, advanced practice group facilitator/therapist with clients from a variety of sociocultural contexts. 135 clinical hours.

Prerequisite Course: NSG 8662

NSG 8550 - Assessment and Management of Psychiatric Disorders in Children/Adolescents - 2 cr.
Explores the diagnostic criteria and treatment modalities for major categories of psychiatric illness related to children and adolescents. Cultivates and develops the content areas and competencies necessary for entry-level, advanced practice psychiatric-mental health nursing, including interviewing psychiatric patients and their families, DSM-5 diagnosis, comprehensive psychiatric assessment, and holistic management of patients and their families.

Prerequisite Courses: NSG 8520, NSG 8521

NSG 8551 - Psychiatric Practicum III: Child/Adolescent - 4 cr.
Focuses on the development of skills necessary for holistic management of common psychiatric disorders in children and adolescents. Emphasizes psychiatric evaluation using DSM 5 criteria and comprehensive care based on pathophysiologic, psychotherapeutic, spiritual, and developmental data. Includes psychoeducation as well as psychotherapeutic and psychopharmacologic approaches. Traditional and non-traditional community practice sites are used. 135 clinical hours.

Prerequisite Course: NSG 8550

NSG 8590 - PMHNP Transition to Practice - 1 cr.
Further develops the role of the psychiatric-mental health nurse practitioner (PMHNP) as a holistic, direct provider of primary mental health care to psychiatric clients and their families across the lifespan. Focuses on content and processes necessary for the transition to independent practice including the requisite competencies, licensing and certification as an advanced practice provider, prescriptive authority, and adherence to mental health statutes and the profession's code of ethics and standards of care.

Prerequisite Courses: NSG 8520, NSG 8525, NSG 8550

NSG 8591 - Psychiatric Practicum IV: Practice Transition - 5 cr.
Implements the role of psychiatric-mental health nurse practitioner as a direct provider of primary mental health care to psychiatric clients and their families across the lifespan. Role components include integration of medical, nursing, and psychiatric interventions into a holistic plan of care;
implementation of intervention strategies for at risk populations; and utilization of outcomes research in the delivery of primary mental health care including comprehensive psychiatric assessment, DSM-5 diagnosis, case formulation, medication management, laboratory monitoring, individual and/or group psychotherapy, and overall case management. 180 clinical hours.

**Prerequisite Courses:** NSG 8521, NSG 8526, NSG 8551

**NSG 8605 - Theorizing Nursing Practice - 4 cr.**
A critical investigation of concepts, middle range theories, and family theories used in health promotion and disease prevention by advanced practice nurses to achieve improved health outcomes with clients and families.

**NSG 8610 - Theories of Human Development Across the Lifespan - 2 cr.**
Explores theories of human development across the life cycle from psychoanalytic, relational, interpersonal, sociocultural, cognitive, biological, and evolutionary perspectives. Emphasis is placed on the application of these theories to health promotion in advanced nursing practice in a multicultural society.

**NSG 8614 - Health Care Policy - 2 cr.**
Investigates the role of the nurse in influencing health policy. Explores application of change and systems theories to the process of health policy development.

**NSG 8638 - Health Care Management II: Frail Adult - 2 cr.**
Further develops knowledge and skills related to health promotion, clinical decision making, and management of health problems for frail, medically complex, older adults. Examines environments of care for older adults. Explores the transition to nurse practitioner practice and nurse practitioner certification.

**Prerequisite Courses:** NSG 8222, NSG 8683, NSG 8684, NSG 8687, NSG 8688

**NSG 8639 - Advanced Practicum VI: Frail Adult - 4 cr.**
Practicum course that further develops the competencies and clinical skills necessary for nurse practitioner application of health promotion interventions, disease prevention, and clinical decision making for frail, medically complex, older adults in a variety of care settings. 180 clinical hours.

**Prerequisite Courses:** NSG 8222, NSG 8683, NSG 8684, NSG 8687, NSG 8688

**NSG 8660 - Leadership in Health Care Part II: Organizational Innovations - 4 cr.**
Integrates organizational and management theories within the context of change management processes and applies them to the delivery of nursing services in a variety of settings and systems. Analyzes the role of the advanced practice nurse at various levels of management and emphasizes the requisite core abilities of the DNP-prepared APRN. Investigates factors that affect dynamic changes in the health care system including delivery of nursing care.

**Prerequisite Course:** NSG 8000

**Crosslist Course:**

**NSG 8662 - Adv Prac Psych-Mental Hlth NSG - 2 cr.**
Introduction to the theories, concepts, models, and ethics relevant to the Psychiatric Mental Health Nurse Practitioner's role in the care of persons with mental illnesses and persons/populations at risk for mental illness. Emphasis is placed on neurobiological theories of mental illness as well as developmental and psychodynamic theories. Online course with on-campus seminars. Pre- or co-requisite: NSG 8605, 8610, 8675.

**Prerequisite Courses:** NSG 8605, NSG 8610

**NSG 8671 - Rural Health - 2 cr.**
Focuses on rural health and rural health issues related to health care and health care delivery. The role of the Advanced Practice Nurse in the delivery of health care to rural populations is explored. Issues and trends in rural health and rural health care delivery are investigated.

**NSG 8675 - Epidemiology & Biostatistics - 4 cr.**
Introduces key concepts to identify research methods and study designs within epidemiology. The student will explore various forms of biostatistical analysis in research.
NSG 8677 - Advanced Pharmacology - 4 cr.
Focuses on the clinical application of advanced pharmacology and pharmacotherapeutics across the lifespan for common disease conditions encountered in primary care settings. Uses a body systems approach and includes principles of altered pharmacodynamics related to age, race, and ethnicity. Explores principles of pharmacotherapeutics used by advanced practice nurses, including pharmacodynamics, client assessment, and decision-making processes for appropriate drug use, monitoring, and client education. Includes cost/benefit analysis of pharmacological intervention. Pre-requisite: BIO 5777 Pathophysiology.
Prerequisite Course: BIO 5777

NSG 8678 - Psychopharmacology - 3 cr.
Focuses on the pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of psychotropic drugs used across the lifespan. The art of prescribing is investigated through emphasis on practical issues such as starting, stopping, and cross-tapering medications; monitoring medications and their potential adverse effects; and providing the psychoeducation necessary for successful pharmacological management. Builds a foundation for safe, successful, collaborative, prescriptive practice for psychiatric-mental health nurse practitioners. Requires 45 hours of observational experience with a prescriber of psychiatric medications.
Prerequisite Course: NSG 8677

NSG 8681 - Primary Healthcare Management I - 3 cr.
Focuses on knowledge and skills necessary for prevention and management of common acute and chronic illnesses in infants to young adults. Addresses aspects of assessment, diagnosis, management, and evaluation derived from pathophysiologic, psychosocial, spiritual, and developmental data.
Prerequisite Course: NSG 8215

NSG 8682 - Advanced Practicum I: Pediatrics and Family - 4 cr.
Practicum course that develops the competencies and clinical expertise necessary for nurse practitioner application of prevention and management skills for acute and chronic illnesses in infants to young adults. 180 clinical hours.
Prerequisite Course: NSG 8215

NSG 8683 - Primary Health Care Management II - 3 cr.
Focuses on knowledge and skills necessary for prevention, diagnosis, and management of acute and chronic illnesses in adolescents, adults, older adults, and their families. Addresses underlying pathophysiologic and psychosocial bases for occurrence and detection with emphasis on management of common acute and chronic illnesses.
Prerequisite Courses: BIO 5777, NSG 8215, NSG 8677

NSG 8684 - Advanced Practicum III: Adult - 4 cr.
Practicum course that develops the competencies and clinical expertise necessary for nurse practitioner application of prevention and management skills for acute and chronic illnesses in adolescents, adults, older adults, and their families. 180 clinical hours.
Prerequisite Courses: BIO 5777, NSG 8215, NSG 8677

NSG 8685 - Primary Care Procedure - 1 cr.
Elective skill development course with online and face-to-face didactic and lab for graduate nursing students. Addresses knowledge and skills necessary to perform primary care procedures including suturing, splinting, incision, and drainage (I&D).

NSG 8687 - Nurse Practitioner Preceptorship - 2 cr.
Focuses on health promotion, disease prevention, and clinical decision making for adults/older adults and their families, who are living with chronic/complex illness. Explores the business and quality management of independent nurse practitioner practice.
Prerequisite Courses: NSG 8683, NSG 8684

NSG 8688 - Advanced Practicum V: Older Adult/Family - 4 cr.
Practicum course that develops the competencies and clinical skills necessary for nurse practitioner application of health promotion interventions, disease prevention, and clinical decision making for adults/older adults and their families, who are living the chronic/complex illness. 180 clinical hours.
Prerequisite Courses: NSG 8683, NSG 8684

NSG 8777 - Topics - 2-4 cr.
Topics in Nursing.

NSG 8999 - Independent Study - 1-5 cr.
With faculty guidance, students develop objectives and implement protocol for independent work related to the practice of advanced nursing. Prerequisite: Consent of faculty.
School of Sciences

Graduate Courses in Biology

In order to meet the needs of students from the programs and the community, the College currently offers graduate courses in biology that are described below. These courses do not lead to a master's degree in biology from this College.

Program Coordinator: Gerald Cizadlo, Ph.D.

BIO/GER 5125: Biology of Aging
BIO 5210: Advanced Physiology I
BIO 5220: Advanced Physiology II
BIO 5555: Internship in Biology
BIO 5999: Independent Project

Courses

**BIO 5125 - Biology of Aging - 2 cr.**
Biology of Aging is a course designed to allow study and understanding of the principles of aging applied to the anatomical and physiologic systems of the body. The course is divided into three portions; (1) Examination of the basic principles of aging from the population level; (2) Events of aging seen at the cellular level; and (3) Events of aging observed at the system level of the body.

- **Prerequisite Course:** BIO 2110
- **Crosslist Courses:** BIO 4125, GER 4125, GER 5125

**BIO 5210 - Advanced Physiology I - 2 cr.**
First course in a two-semester sequence that includes a semi-quantitative study of functions of the nervous system, musculoskeletal system and the circulatory system of humans. Prerequisites: completed course in anatomy/physiology and pathophysiology or consent of instructor.

- **Prerequisite Course:** BIO 2110
- **Crosslist Course:** BIO 4210

**BIO 5220 - Advanced Physiology II - 2 cr.**
Continuation of BIO 4210/5210, which includes a semi-quantitative study of functions of the body defense system, respiratory system, renal system, digestive system and reproductive system of humans. Prerequisite: BIO 4210/5210 or consent of instructor.

- **Prerequisite Courses:** BIO 4210, BIO 5210
- **Crosslist Course:** BIO 4220

**BIO 5555 - Internship in Biology - 4 cr.**
Internship.

**BIO 5777 - Independent Study - 0-4 cr.**
Advanced Pathophysiology is a course intended to broaden and deepen the students' knowledge of the normal and abnormal functional processes of the human body. The subject of study assumes a prior understanding of basic physiologic principles that is, in turn, built upon knowledge of cellular function and biochemical mechanisms. The ultimate goal of the course is to prepare students to visualize the mechanical functioning of the body in health and disease so that they may better understand the principles of prevention and treatment.

**BIO 5999 - Independent Project - 1-4 cr.**
Graduate students often have special interests or needs which cannot be met by formal courses. The provision of this option will allow selected students to have some flexibility in meeting their program requirements.
Faculty

A

Carrie Alajoki - MSN, RN
Asst Professor, NSG: Postbaccalaureate Nursing

Agnes Alich
Professor, CHM: Chemistry

Sabah Alwan
Professor, MGT: Management

Aliza Ameen - MA
Adjunct/Ovld, SBT UG/Online: IT Leadership

Lucie Amundsen
Adjunct/Ovld, ENG: English

Bret Amundson - DMA
Asst Prof. MUS/GEN ED, DGN Dir: Music

Cheryl Anderson - PT, PhD, MBA, GCS
Adjunct/Ovld, DPT: Transitional Doctor of PT

Julie Anderson
Professor/Dean, SON: SON Admin

Laurie Anderson
Instructor, PSY: Psychology

David Anstett
Asst Professor, MGT: Management

B

Steven Backus
Instr, ENG/Writing Cntr Dir: English

Shelly Barlass
Asst Professor, NSG: Postbaccalaureate Nursing

Anthony Barrett
Professor, AFE: Management

Jonathan Barry
Adjunct/Ovld SWK Ext Studies: MSW- Masters in SWK

Kathleen Bartels
Adjunct/Ovld, SBT UG/Online: SBT UG

Heather Bastian - Ph.D.
Asst Professor, ENG: English

William Bastian - M.M.
Instructor, MUS: Music

John Bauman - MA
Asst Professor, EDU: Education

Aileen Beard - PhD
Professor/Dean, SSC: SSC Admin
PhD Organic Chemistry, University of Utah BS Chemistry, Marquette University.

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Asst Prof/MEd Prog Dir, EDU: Masters of Ed-ONLINE

Rondell Berkeland
Assoc Prof/Dean, SHS: SHS Admin
Nicole Biondich - MA
Adjunct/Ovld, Masters of Ed: Masters of Ed-ONLINE
Master's Degree in Teaching and Learning K-12 Reading License

Larry Birnbaum - Ph.D.
Professor, EXP: Exercise Physiology

Pamela Bjorklund - PhD, APRN, PMHNP-BC, CNS-BC
Professor, NSG: DNP

Gary Boelhower - PhD
Professor, TRS: Theology & Religious Studies

Sister Edith Bogue - AM, MA, PhD
Assoc Professor, SOC: Sociology
AM University of Chicago School of Social Service Administration, MA University of Michigan Sociology, PhD University of Michigan Sociology and Social Work

Sujoy Bose - PT, DPT, MHS, BSPT, CCS
Adjunct/Ovld, DPT: Transitional Doctor of PT
Physical Therapist, Doctor of Physical Therapy, Master in Health Sciences, Bachelors in PT, Cardiopulmonary Certified Specialist

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Adjunct/Ovld, MGT: SBT UG

Carl Bot - PT, DPT, OCS
Adjunct/Ovld, DPT: Transitional Doctor of PT

Danika Brinda - PhD, RHIA, CHPS, HCISPP
Asst Professor, HIM: H I M

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Assistant Professor Director of the Art Program

Cynthia Brown - DNP, MPH, RN, RD
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Amy Brugge - MS, ATC
Asst Professor, ATR: Athletic Training

Teresita Bushey - MA
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Paula Byrne - MS, PHN, RN
Asst Professor, NSG, Chair: Traditional Undergraduate Nursing

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Marianne Connelly - M.A.
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Jeremy Craycraft - DMA
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Masters in Organic Chemistry, University of Wisconsin-Madison

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Sharon Dickey - MSN, FNP
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Master of Arts - Clinical Nurse Specialist, Adult Nursing

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PhD in Chemistry, 1979, University of California, Berkeley MS, Chemistry 1977, University of California, Berkeley BS magna cum laude, Chemistry, 1975, University of Notre Dame

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Brendan Miller - PhD  
PSC Assistant Professor: Physical Science  
B.S. Massachusetts Institute of Technology, Ph.D. Pennsylvania State University

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Carin Mizera  
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Samantha Mohn-Johnsen - PT, DPT, OCS, PCS  
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N

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Rao Nemani - PhD  
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Joanne Nielsen - MS, RN  
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Assistant Professor, NSG: Postbaccalaureate Nursing

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Adjunct/Ovld, NSG: Postbaccalaureate Nursing
Susan Northe \nAdjunct/Ovld, EDU: School of Education

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Asst Professor, HIM: Health Info. Mgmt.-Masters Prog.

Jacob Oestreich
Asst Prof/Dir Clinical Educ, PA: Physicians Assistant Program

Jena Ogston - PhD, PT
Assoc Professor, PTH: Physical Therapy

Jo Olsen - EdD, MS Licensed Psychologist, MS School Psychology
Assoc Professor/Dean, SOE: SOE Admin

Brandon Olson - PhD, PMP
Assoc Professor, CIS: IT Leadership

Christine Olson - APRN, DNP, CNP
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Victoria Olson - M.S.
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Steven Ostovich - Ph.D.
Professor, PHL: Philosophy

Tammy Ostlander - PhD
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Kirstina Ostrowski
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P

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Adjunct/Ovld, PSY: Psychology

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Karen Petersen - Ph.D.
Assoc Professor, PSY: Psychology

Martin Pflug - Ph.D.
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Anne-Marie Pilon
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Jennifer Pilon
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Adjunct/Ovld, HIIM Summ Prog: HIM

Randall Poole - Ph.D.
Professor, HIS: History

Leah Prussia
Asst Prof, Social Work: MSW- Masters in SWK

Q

Luther Qson - Ph.D.
Assoc Professor, MTH: Mathematics
<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lynsie Radovich</td>
<td>Adjunct/Ovld, CHM: Chemistry</td>
</tr>
<tr>
<td>Lynne Raschke - PhD</td>
<td>Assoc Professor, PSC: Physical Science</td>
</tr>
<tr>
<td></td>
<td>PhD, Department of Astronomy and Astrophysics, University of California - Santa Cruz</td>
</tr>
<tr>
<td>Guanshen Ren - Ph.D.</td>
<td>Professor, MTH: Mathematics</td>
</tr>
<tr>
<td>Kari Rengo - MSN, RN, FPMHNP-BC</td>
<td>Asst Professor, NSG: Postbaccalaureate Nursing</td>
</tr>
<tr>
<td>Michael Reuter</td>
<td>Adjunct/Ovld, PTH: Physical Therapy</td>
</tr>
<tr>
<td>Richard Revoir - Ed.D., M.B.A.</td>
<td>Assoc Professor, MGT: Management</td>
</tr>
<tr>
<td>Tina Reynoso</td>
<td>Adjunct/Ovld, Grad HIM: HIM</td>
</tr>
<tr>
<td>Shelly Richardson</td>
<td>Asst Professor, SWK: Social Work</td>
</tr>
<tr>
<td>Krysta Riel Maas</td>
<td>Adjunct/Ovld, CHM: Chemistry</td>
</tr>
<tr>
<td>Michelle Robertson</td>
<td>Asst Professor, SWK: Social Work</td>
</tr>
<tr>
<td>Carolyn Robinson</td>
<td>Professor, Grad Nursing: DNP</td>
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<tr>
<td>Jennifer Rosato - MA</td>
<td>Asst Professor, CIS: CIS</td>
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<tr>
<td>Karen Rosenflanz - Ph.D.</td>
<td>Asst Professor, GCL: Global Cultural &amp; Language Studies</td>
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<tr>
<td>Kyle Roskoski - M.S.</td>
<td>Adjunct/Ovld, MTH: Mathematics</td>
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<tr>
<td>Judi Roux</td>
<td>Adjunct/Ovld, Masters of Ed: Education</td>
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<tr>
<td>Russell Rowenhorst</td>
<td>Adjunct/Ovld SWK Ext Studies: Social Work</td>
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<tr>
<td>Marcia Runnberg</td>
<td>UG Prgm Dir/AZ Site Coord SWK: Social Work Extended Studies</td>
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<tr>
<td>Julie Rustad</td>
<td>Librarian, Distance Ed.: Library</td>
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<tr>
<td>Sheryl Sandahl - DNP, RN, CNP, MPH, MSN</td>
<td>Assoc Professor, NSG: Postbaccalaureate Nursing</td>
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<tr>
<td>Ryan Sandefer - MA, CPHIT</td>
<td>Asst Professor/Chair, HIM: HIM</td>
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<tr>
<td>Cynthia Sautter</td>
<td>Adjunct/Ovld, TRS: Theology &amp; Religious Studies</td>
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<tr>
<td>Scott Scheirbeck</td>
<td>Adjunct, ART: Communication, Theater and Art</td>
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<tr>
<td>Lucas Schipper</td>
<td>Visiting Instructor, PSY: Psychology</td>
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<tr>
<td>Elisa Schmitz - RN, MSN, CPNP</td>
<td>Asst Professor, NSG: Traditional Undergraduate Nursing</td>
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<tr>
<td>Debra Schroeder - Ph.D.</td>
<td>Professor, PSY: Psychology</td>
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<tr>
<td>David Schuettler - Ph.D.</td>
<td>Asst Professor, GCL: Global Cultural &amp; Language Studies</td>
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<tr>
<td>Penny Schwarze - Ph.D.</td>
<td>Professor, MUS: Music</td>
</tr>
</tbody>
</table>

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Scott Seagroves - MS
Instructor, Physical Sciences: Physical Science
MS, astrophysics, UC Santa Cruz

John Seip
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Debbie Semmelroth
NSG Assistant Professor: Traditional Undergraduate Nursing

Patricia Senk - PhD, RN
Asst Professor, NSG: DNP

Andrea Simek
NSG Assistant Professor: Traditional Undergraduate Nursing

Annette Simmons - PhD
Asst Prof, EDU: GTL

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Sr Victorine Sitter
Instructor Humanities (Sitter): Academic Support Services

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Librarian, Periodicals/Coll Dev: Library

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Asst Professor, PTH: Physical Therapy

Chelsea Sparrow
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Theology

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Adjunct, ART: Art

Paul Stein - PhD
Professor, CHM: Chemistry

Dolores Stoffel
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Asst Professor, ATR: Athletic Training

Karen Swanson - PhD, MPT, MA, ATC-Retired
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PhD Psychology, MA Management, MEd Educational Media & Technology, MA School Counseling, Diplomate in Forensic Psychology, Licensed Psychologist

T

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Assoc Professor, BIO: Biology

Wendy Thoreson
Adjunct/Ovld, NSG: Postbaccalaureate Nursing

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PhD, Chemistry, University of Minnesota

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Asst.Prof/Catholic Studies Dir: Theology & Religious Studies

Merry Vaughan - PhD
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Assoc Professor, BIO: Biology

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Asst Professor, HIM: HIM

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Visiting Assistant Professor Interim Academic Fieldwork Coordinator

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Assoc Professor, EXP: Exercise Physiology

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Assoc Professor, BIO: Biology

Todd White - MLIS
Librarian, Ref/Digital Resrcs: Library

Andrea Winans
Adjunct/Ovld, PTH: Physical Therapy

Neil Witikko
Assoc Professor, EDU: Education

Suzanne Yunis
Assoc Professor, ENG: English

Z

Thomas Zelman - Ph.D.
Professor, ENG: English

Larry Zimmerman
Adjunct/Ovld, MUS: Music

Faculty Emeriti

Sister Agnes Alich, Ph.D.
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Sister Margaret Clarke, Ph.D.
Professor: Chemistry and Physical Sciences

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Associate Professor: Languages and International Studies

Shirley Eichenwald-Maki, MBA
Assistant Professor: Health Informatics & Information Management

Shelley Gruskin, B.Mus
Artist in Residence: Music

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Assistant Professor: Education

Marie Kelsey, Ph.D.
Professor: Education

Diane Kessler, Ph.D.
Professor: Languages and International Studies

Mary Jane Kumsha, M.A.
Associate Professor: Library Science

Kathy La Tour, M.A.
Assistant Professor: Health Informatics & Information Management

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Professor: Music

Sister Johnetta Maher, M.Ed.
Associate Professor: Family & Consumer Sciences

Carleen Maynard, Ph.D.
Associate Professor: Nursing

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Assistant Professor: Theology & Religious Studies

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Assistant Professor: Theology & Religious Studies

Catherine McPherson, Ph.D.
Professor: Religious Studies

Sister Agatha Riehl, Ph.D.
Professor: Chemistry

John Schifsky, Ph.D.
Professor: English

Sister Donna Schroeder, Ph.D.
Associate Professor: Biology

Cecelia Taylor, Ph.D.
Professor: Nursing
Larry Goodwin, President

Larry Goodwin is the chief administrative officer of the College. He works with the Board of Trustees to build a shared vision for St. Scholastica’s continued growth and excellence. With the presidential staff he plans and implements strategies for achieving the vision.

Eric Berg, Vice President for Enrollment Management

Eric Berg is responsible for enrollment management and for supervision of undergraduate, graduate, extended, and online admissions and financial aid. He works with institutional constituents to formulate and carry out an effective recruitment, enrollment and retention plan.

Beth Domholdt, Vice President for Academic Affairs

Beth Domholdt is responsible for leadership and coordination of the academic programs and activities of the College. She oversees faculty staffing, evaluation, professional development and personnel issues, and monitors the quality of undergraduate and graduate programs.

Susan Kerry, CFO/Vice President for Finance

Sue Kerry is the chief financial officer of the College. She is responsible to the president for the overall direction of St. Scholastica’s business and financial activities, including information technology and facilities management.

Xavier Knight, Chief Information Officer

Xavier Knight is the Director of the Information Technologies Department. He leads the College in envisioning and developing a strategic technology plan. He designs, develops, and manages the technological infrastructure that supports the academic and administrative computing needs of the College.

John J. Labosky, Vice President for College Advancement

John Labosky leads St. Scholastica’s fundraising efforts in the areas of major gifts, annual giving, corporate relations, planned giving, and foundations and government relations. He is also responsible for alumni relations. He works with the College’s benefactors to advance the College’s mission and strategic goals.
Steve Lyons, Vice President for Student Affairs

Steve Lyons is the chief student affairs officer of the College. He is responsible for creating an environment that promotes the personal and educational development of traditional, non-traditional and graduate students. This includes student advocacy to the decision-making bodies of the College.

Patricia Pratt-Cook, Vice President for Human Resources and Chief Diversity Officer

Patricia Pratt-Cook is responsible for all aspects of the College's Human Resources functions including staffing, performance management, benefits administration, and compensation; and she provides integrated leadership and administrative oversight of all aspects of diversity, inclusion, educational access, and employment equity. Her primary objective is to assure that the College can hire and retain high-quality employees to fulfill its mission and strategy. She leads the staff training and development function and assures that the College's human resource practices remain legally compliant.

Don Wortham, Vice President for Strategic Initiatives

Don Wortham executes key external growth and internal efficiency initiatives based on the vision of the president and his staff. He has oversight of The College's marketing unit, its nine extended campus sites, its virtual campus, and its online course development functions.
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