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
- Accreditation Review Commission on Education for the Physician Assistant (Accreditation - Provisional)
- American Society for Biochemistry and Molecular Biology
- 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 for the Accreditation of Educator Preparation
- Council on Social Work Education
- Global Accreditation Center for Project Management Education Programs

Approved:
- Minnesota Board of Nursing
- Professional Educator Licensing and Standards Board

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 the Advancement of Sustainability in Higher Education
- Association for Gerontology in Higher Education
- Association of Benedictine Colleges and Universities
- Association of Catholic Colleges and Universities
- Association of Governing Boards of Universities and Colleges
- Council for Adult and Experiential Learning
- Council of Independent Colleges
- Council on Undergraduate Research
- 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.

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.

The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Myron McCoo, Vice President of Human Resources and Chief Diversity Officer
EEO Officer
Tower Hall 2101A
The College of St. Scholastica
1200 Kenwood Avenue
Duluth, Minnesota 55811
(218) 723-6602
From the President

Welcome to The College of St. Scholastica! Whether at the Duluth campus, 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 look forward to working with you to develop the knowledge and skills for success in your chosen profession. We hope as well that we help you shape a larger sense of meaning and purpose that will guide the application of your knowledge and sustain your moral compass.

Welcome to what I hope will be a wonderful journey!

Sincerely,

Barbara McDonald, Ed.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.

Statement on Inclusive Excellence

Inclusive Excellence derives from our Catholic Benedictine tradition

Inclusive Excellence — the idea that academic excellence is best realized in a community that is diverse and inclusive — is central to our mission as a Catholic Benedictine learning community.

The Catholic tradition reaches out to all peoples; this is its universal imperative. As a Benedictine institution, The College of St. Scholastica demonstrates hospitality to all, respects all persons as children of God, and creates community that values the uniqueness of the individual and honors diverse opinions and experiences. In short, because we are Catholic and Benedictine, we are compelled to be diverse and inclusive.

Inclusive Excellence provides a focusing lens for all that we do

Thinking about academic excellence in terms of diversity, equity and inclusion requires that we ask why there is an achievement gap between historically disadvantaged students and other students. Does the gap reflect differences in effort and ability, or does it run along ethnic, racial and socioeconomic fault lines? The action of making excellence inclusive requires that we uncover inequities in student and employee success, identify effective educational and workforce practices, and build such practices organically for sustained institutional change. Inclusive Excellence abides by the principle that the College cannot consider itself to have achieved excellence unless all students and employees feel empowered to succeed, and there is equity in access, opportunity, and success.

Inclusive Excellence articulates our unique identity

Inclusive Excellence will increasingly become a distinguishing element of The College of St. Scholastica experience. It will come to reflect who we are and how we are experienced by students, employees and the broader community.

Inclusive Excellence is not a free-standing initiative to be treated as separate or distinct from other College planning and operational efforts. It is not additional work; it is the work. It needs to be embedded into all aspects of College operations. It must be a coordinated effort; systemic, deliberate and intentional.

View the Statement on Inclusive Excellence.

View the Inclusive Excellence Strategic Plan Summary.

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 Duluth's Health Science Campus, Brainerd, 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 15:1 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

Tuition and Fees

To view Tuition and Fees, please visit http://css.edu/GradTuition

Academic Calendar

Academic Calendar

To view the Academic Calendar, please visit http://css.edu/GradCalendar
Academic Policies and Services

Academic honesty policy

Academic honesty and integrity are highly valued in our campus community. Academic honesty directly concerns ethical behaviors that affect both the academic environment and the civic community. Academic dishonesty seriously violates the integrity of the academic enterprise and will not be tolerated at St. Scholastica.

Definition

Academic dishonesty is defined as follows: misrepresentation of the work of others as one's own, dishonesty in testing, violating authorized guidelines established by instructors for individual assignments, sabotaging or damaging the work of others, or engaging in dishonesty in other academic work.

Implementation

To minimize student misunderstanding, faculty shall state in writing what degree of cooperation or help is authorized and what behaviors constitute academic dishonesty on collaborative efforts by students (team projects, group work, etc.). Students shall be responsible for asking faculty for clarification in any unclear situation.

Enforcement

Because academic dishonesty is a transgression against the entire college community, the entire community should be involved in handling the problem. Students and faculty are encouraged to contact instructors with reports of, or concerns about, academic dishonesty. If a faculty member has determined that a student has been academically dishonest, the violation must be reported.

Penalties

In cases of academic dishonesty, the minimum penalty to be applied by the faculty member shall be failure of the assignment or test, and the maximum penalty shall be failure of the course. In addition, a department may deny admission to or dismiss from a program a student who has engaged in academic dishonesty, and the Vice President for Academic Affairs or Vice President for Student Affairs may exclude such a student from extracurricular activities or expel him or her from the College, even on the first instance of academic dishonesty.

Appeals


Class attendance

Students are expected to be responsible for their educational progress by attending classes regularly, participating during class sessions and completing required work outside the classroom. Specific attendance requirements are set by instructors. Students receiving veteran's benefits are expected to attend all scheduled classes. Students are encouraged to discuss any attendance issues with their faculty member or an academic advisor.

Only registered students may participate in classes.

Registration

At St. Scholastica, registration takes place near the middle of the semester when each student meets with his/her advisor to review educational plans and specify class schedules for the succeeding semester. To ensure accurate fee statements, grant allocations and statistics upon which many decisions are based, it is imperative that all students complete registration each semester according to the announced procedures and deadlines.

Repeated courses

Unless there are extenuating circumstances, an undergraduate student may repeat only those courses in which he/she earned a C- or lower grade at The College of St. Scholastica. In the case of extenuating circumstances, the undergraduate or graduate student may appeal through the Registrar's Office for permission to repeat a course in which he/she earned a "C" or higher grade at St. Scholastica. Consideration of an appeal will be made in consultation with
the course instructor. In either case, both grades will remain on the student's permanent record but only the grade earned in the second enrollment will be used in grade point computations; similarly, credit will be awarded only with the second enrollment. Except in very unusual circumstances, courses may not be attempted a third time.

Courses failed at The College of St. Scholastica may not be repeated at any other college.

### Changing Registration

Students may change registration with the following stipulations noted below. For registration purposes, each week following the drop period begins on a Monday regardless of holidays and other breaks. All student requests that are initiated on a Monday will move forward to the next week. If a student communicates a request to drop or withdraw and it is after hours, or on the weekend, we will honor the date and time that the email and/or voicemail was received. Enrollment certifications and tuition refunds are based upon registering for course(es) and the withdrawal form.

#### Courses Following the Accelerated Calendar (partial academic term; 7-8 weeks in length)

**Add a course**

Adds are allowed until the end of the first week, except under extenuating circumstances. After the third day of a term, signatures are required by the instructor and advisor.

**Drop a course**

 Drops are allowed during the first week of a term. After the third day of a term, signatures are required by the instructor and advisor. The date the student requests the course drop is the official date used in registration. Confirmation of last date of attendance must be supplied by the course instructor. A dropped course will not be officially entered on the students' record, including the student's transcript.

**Withdraw from a course**

Course withdrawals are allowed during weeks 2 through 5 of a term. The date the student requests the course withdrawal is the official date used in registration. Confirmation of last date of attendance must be supplied by the course instructor. A grade of W will be officially entered on the students' record, including the student's transcript.

### Registration Appeal

Beginning on week 6 of a term, no drops or course withdrawals are permitted unless there are circumstances beyond the control of the student that prevented an earlier, timely drop or withdrawal. See Registration Appeal section of Changing Registration Policy for details.

**Drop or withdrawal from a course after the close of the academic year in which the course was held**

Under no circumstances.

**Drop for Non-Attendance**

Students who are registered for a course but who do not attend the course by the end of week 1 may be administratively dropped from the course. Instructor confirmation that the student never attended is required.

Drop and withdrawal deadlines for courses that begin or end on nonstandard dates will be set by the Registrar, but the drop and withdrawal intervals will be proportional to intervals for a full academic semester.

#### Courses Following the Traditional Calendar (full academic semester; 16 weeks in length)

**Add a course**

Adds are allowed until the end of the second week, except under extenuating circumstances. After the third day of a term, signatures are required by the instructor and advisor.

**Drop a course**

 Drops are allowed during the first two weeks of a semester. After the third day of a term, signatures are required by the instructor and advisor. The date the student requests the course drop is the official date used in registration. Confirmation of last date of attendance must be supplied by the course instructor. A dropped course will not be officially entered on the students' record, including the student's transcript.

**Withdraw from a course**

Course withdrawals are allowed during weeks 3 through 9 of a semester. The date the student requests the course withdrawal is the official date used in registration. Confirmation of last date of attendance must be supplied by the course instructor. A grade of W will be officially entered on the students' record, including the student's transcript.

### Registration Appeal

Beginning on week 10 of a semester, no drops or course withdrawals are permitted unless there are circumstances beyond the control of the student that prevented an earlier, timely drop or withdrawal. See Registration Appeal section of Changing Registration Policy for details.
Drop or withdrawal from a course after the close of the academic year in which the course was held

Under no circumstances.

Drop for Non-Attendance

Students who are registered for a course but who do not attend the course by the end of week 2 may be administratively dropped from the course. Instructor confirmation that the student never attended is required.

Registration Appeal

Appeals for course drops or course withdrawals that are received after the published last day to drop or withdraw are considered for the current academic year only, with the exception of summer where the last date to appeal is extended beyond the current academic year but no later than September 15. Appeals will only be considered under the following circumstances.

- Institutional error (specific written documentation required).
- Medical circumstances (specific written documentation required).
- Family emergency (specific written documentation required).
- Unusual circumstances (specific written documentation required).

A registration appeal must include confirmation of last date of attendance supplied by the course instructor. Each request will be submitted to the Registrar for evaluation by a Registration Appeals Committee, including the Vice President for Student Affairs. All decisions of the Registration Appeals Committee are final.

The forms, available in both electronic and paper format, used to drop a course, withdraw from a course, or add courses are available through OneStop Student Services.

College Withdrawal and Stop-Out policy

Any student who withdraws or stops-out from the College during the course of the academic year must communicate with the students’ advisor or a professional academic advisor to complete the official college withdrawal or stop-out process. A student is legally registered until the official withdrawal or stop-out process is completed or the student completes the period of registration.

For registration purposes, each week following the drop period begins on a Monday regardless of holidays and other breaks. All student requests that are initiated on a Monday will move forward to the next week. If a student communicates a request to withdraw or stop-out and it is after hours, or on the weekend, we will honor the date and time that the email and/or voicemail was received. From the first day of classes until the Monday of the ninth week of the full academic semester or the Monday of the fifth week of the partial academic term, withdrawals and subsequent refunds follow the Changing Registration Policy. A student who has left the College while in good academic and financial standing may re-enter at any time by simply following the designated readmission and registration procedures.

The forms, available in electronic format, used for college withdrawal and stop-out are available through OneStop Student Services.

Release of transcript and grade report

Copies of transcript and grade reports will not be released if the student has an unpaid balance at St. Scholastica resulting from charges made for tuition and fees, fines, room damage assessments, student emergency loan, health hold, library hold or delinquent/defaulted Federal Perkins, Nursing or Ordean Student Loans.

Student records

Students are hereby notified that pursuant to the Family Educational Rights and Privacy Act of 1974, students are entitled to review those records, files, documents and other materials that contain information directly related to themselves that are maintained by the College. It is further understood that a student may request a hearing, in accordance with the regulations issued by the Secretary of Education, to challenge the content of the educational records to ensure that the records are not inaccurate, misleading or otherwise in violation of one’s rights. The student may insert in the records a written explanation regarding the contents of such records if the College does not make the suggested corrections or deletions.

Student access and review is subject to the following conditions:

1. The College has 45 days to comply with a written request to the College official responsible for maintaining the record sought.
2. All information declared confidential by the Act or excluded from the definition of "education records" by the Act is unavailable for inspection.
3. After reviewing the records, the student may request the unit maintaining the record to remove or modify information believed to be misleading, inaccurate or inappropriate. If the request is refused, the student may insert in the records a written explanation regarding the contents to which he/she objects or may file an appeal with the President’s Office which will be heard by a person or committee designated by the president.

Release of information
Students are further notified of the fact that the Act states that the following information may be construed to be directory information that is available to the public, and is hereby so declared: name, address, telephone listing, date of birth, photograph, major field of study, part-time/ full-time status, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, classification, degrees and awards received and the most recent previous educational agency or institution attended. Students have the right to inform the College that any or all of the bold-faced information should not be released without prior consent. If a student wishes to restrict the release of this information, a written request to that effect must be completed in the Registrar's Office before the fifth day of fall semester classes. After the student has filed the required written request, the College will notify the appropriate offices and begin to comply with the request as soon as possible.

No information other than the items listed above will be released without specific written permission except as provided by law. A complete statement of the St. Scholastica policy is available in the Registrar's Office.

**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.

**Course load**

The full-time student load at the graduate level is 6 semester credits for academic and financial aid purposes. Additional fees are assessed dependent on the number of credits a student is taking.

A student's graduate enrollment status is based upon the number of credits as indicated below. These credits are used for deferment reporting and financial aid.

- Full time: 6 or more credits
- 3/4 time: 5 credits
- 1/2 time: 3-4 credits
- Less than half time: Fewer than 3 credits

**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:

A  4.0 grade points
A-  3.7 grade points
B+  3.3 grade points
B   3.0 grade points
B-  2.7 grade points
C+  2.3 grade points
C   2.0 grade points
F   0.0 grade point
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](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 an Application to Graduate. The process for applying can be obtained from the Registrar at [https://css.edu/administration/registrar/graduation-processes.html](https://css.edu/administration/registrar/graduation-processes.html) and should be completed before Oct. 1 for Fall commencement and Feb. 1 for Spring commencement.

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 and completion ratio of 67 percent. If the cumulative GPA falls below 3.0 or completion ratio below 67%, the student is placed on academic probation.

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.

**Satisfactory Academic Progress**

The federal government requires institutions to monitor recipients of federal financial aid to ensure that they are meeting satisfactory academic progress standards. At St. Scholastica, students must demonstrate that they are making satisfactory academic progress towards their degree and this is reviewed each semester. For financial aid purposes, the definition of satisfactory academic progress includes three required components:

- The graduate student must maintain a cumulative grade point average (GPA) of a 3.0 or better;
- The graduate student must successfully complete at least two-thirds (67%) of all credits they attempt;
- The graduate student cannot exceed more than 150% of the credit hours required to complete their degree.

If the student does not meet this, they are put on financial aid (FA) probation for 1 semester (still eligible for FA). If at the end of the 2nd semester they do not meet the requirements, they move to FA suspension (ineligible for FA).

**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.

Students will normally be put on probation before being dismissed unless the student has committed acts of gross or irreparable unethical nature.

During a probationary period:

1. Standards must not be higher than those of other students in the program; however, students on probation may be monitored more frequently or more intensively than other students.
2. Clear descriptions of the reasons for probation, and expectations for the future, will be laid out in a written communication; copies to the student, the faculty advisor, any other faculty member involved in coursework, and the Program Director.
3. Faculty involved must follow up with the student and with the Program Director at regular intervals and give factual evidence of progress (example; weekly or bi-weekly grade reports or clinical evaluations).

At the end of the probationary period:

- If the student has completed the probationary period satisfactorily, and has corrected all problems laid out in the probation agreement, the student is returned to regular status.

**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 and/or completion ratio of 67%.
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.
School of Business and Technology

Master of Business Administration in Leadership and Change

The CSS MBA in Leadership and Change is a unique graduate program that prepares students to lead strategic change in their organizations, professions, and communities. Grounded in principles of organization development, leadership, and experiential learning, students develop their critical thinking, cultural competency, and ethical decision-making abilities, all essential for leading and managing in a rapidly changing, global environment. As members of a close-knit learning community, students also benefit from opportunities for networking, feedback, and collaboration with peers and faculty.

Many graduates from our program fill important leadership roles in a variety of for-profit and not-for-profit organizations, whereas others facilitate change initiatives either as internal or external scholar-practitioners. All are fully prepared to help improve organizational effectiveness and to realize their full potential.

Detailed Program Description

Format

The program is offered in an evening format that allows professionals to maintain their current work schedules while further developing their knowledge and skills. The MBA in Leadership and Change program can be completed in as few as 12 months, depending on whether a student takes one or two courses per eight-week term.

Program Outcomes

Upon completion of the MBA in Leadership and Change program, students will be able to:

A. Demonstrate critical thinking and high level reasoning through effective oral and written communication skills.
B. Identify competing values, behaviors, and assumptions that are relevant to the implementation of proposed change initiatives.
C. Analyze, design, and deliver change-based interventions and strategies.
D. Describe and explain to the client system the cultural context that affects a proposed change initiative.

Admission Requirements for the Master of Business Administration (MBA) in Leadership and Change

The Master of Business Administration in Leadership and Change 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.

International applicants will need to complete additional admission requirements.

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

Topical Essay

Applicants are required to prepare a 600-word (minimum) essay, typed and double spaced, using 12-point Times New Roman font and one-inch margins. Applicants should choose a topic of their interest that is relevant to subject matter contained in the MBA in Leadership and Change (e.g., organization development, leadership, organizational culture). The essay should represent the applicant's highest level of writing and demonstrate an ability to participate in a rigorous, fast-paced, academic program.

Degree Requirements

The MBA in Leadership and Change requires students to complete 10 x 3-credit courses plus a six (6) credit capstone, for a total of 36 semester credits of study needed for graduation. Credit toward the degree will be given for courses in which students attain 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 they meet program requirements and are approved by The College of St. Scholastica. The MBA in Leadership and Change 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. Following completion of the capstone and before the degree is conferred, students will participate in an end-of-program assessment with a faculty panel. One week prior to this session, the Program Director will send the student instructions and scenarios that will be discussed during the assessment.

Summary of Curriculum (required courses)

MGT6420-Organizational Behavior (3 credits)
MGT6413-Communication across Cultural Boundaries (3 credits)
MGT6430-Organization Development (3 credits)
MGT6431-Research Skills for Practitioners (3 credits)
MGT6201-Consultation Theory & Practice (3 credits)
MGT6220-Design & Scale in Organizational Change Interventions (3 credits)
MGT6310-Conflict, Negotiating, & Coaching the Client Group (3 credits)
MGT6320-Contemporary Approaches to Change (3 credits)**
MGT6405-Ethical Issues & Wholeness in Change Leadership (3 credits)
MGT6455-Strategic Leadership for Change (3 credits)
MGT6800-Final Capstone Options (6 credits)

Students have the opportunity to choose from three capstone options, including:
• Global capstone: Travel abroad with faculty for an experiential learning opportunity
• Group practicum: Apply theory to practice through a small group project with your peers
• Thesis/Final Research Project: Conduct original research and compose an academic paper

** Note: MGT6210-Seminar on the Cape and other approved special offerings may be substituted for MGT6320-Contemporary Approaches to Change Management

MBA - Rural Healthcare

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 Business Administration (MBA) - Rural Healthcare 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 36-semester credit program is offered in a completely online format that allows professionals to maintain their current work schedules while enhancing their knowledge and skills. The MBA Rural Healthcare Program can be completed in just two years by completing one course per each eight-week term.

Program Outcomes

Upon completion of the MBA - Rural Healthcare 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 MBA - Rural Healthcare program

The MBA - Rural Healthcare 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;
- 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 MBA - Rural Healthcare 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 36 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 - Rural Healthcare 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 (6 credit) final capstone project to meet the program’s 36 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 6450: Marketing: Consumer Behavior 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 6455: Strategic Leadership for Change 3 cr.
MGT 6530 Managerial Applications of Technology 3 cr.
MGT 6810: Capstone/Thesis Project 6 cr.

Master of Science in Applied Data Analytics

Philosophy

Over the past several decades, organizations have used information systems to automate business processes. Through both integrated and isolated systems, organizations have collected and continue to collect large volumes of data. Many organizations have discovered the value of this data leading to new and improved products and services, improved process efficiencies, and better decision making. Transforming all of this disparate data into meaningful insight requires specialized skills and techniques in data science.

The Master of Science in Applied Data Analytics degree is designed to enable students to apply modern technologies and methods to create meaningful and actionable insight to support problem-solving and decision making. Students develop the skills and knowledge needed to successfully execute and lead data analytics practices. Throughout the courses, students are introduced to skills, techniques, and methods to identify, transform, and analyze data and communicate the new insights.

Program Description

The Master of Science in Applied Data Analytics program prepares students for a career in the data science field. The Applied Data Analytics program
develops students proficient in the concepts, skills, and techniques of applied data science. Additionally, this degree program prepares students to lead organizational efforts to develop and adopt ethical data analytics practices.

Format
The 37 semester credit program is offered through an online format, which allows professionals to maintain their current employment status while enhancing their knowledge and skills. Students enroll in the foundational and advanced courses during the first year and specialization courses and 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 Project Management program at The College of St. Scholastica, the graduate will be able to:

- Evaluate business challenges and formulate questions leading to solutions
- Identify data needs to answer business questions
- Apply modern techniques to retrieve and prepare data for analysis
- Select and apply proper tools and analytical models
- Communicate results as action-oriented and meaningful
- Integrate ethical considerations in data collection and reporting

Admission Requirements
The Master of Science in Applied Data Analytics program considers applicants who:

1. Submit a completed Graduate Admissions Application form online.
2. Earned a baccalaureate degree from an accredited college or university.
3. Completed an undergraduate statistics course with a grade of C or better
4. Have a minimum two years of experience working with data.
5. Submit all official transcripts of relevant course work necessary for admission.
6. Earned a minimum cumulative GPA of 2.8 in undergraduate coursework.
7. Submit a completed Master of Science in Applied Data Analytics Essay.
8. Submit two Graduate Recommendation forms from individuals who have observed or evaluated your leadership competencies or abilities.

International Applicants will need to complete additional admission requirements.

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

Application Deadline
Application deadlines for priority consideration:

- Deadline is August 15 for the Fall start
- Deadline is January 1 for the Spring 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 six (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 Science in Applied Data Analytics 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 do not count toward the degree.

Curriculum
The Master of Science in Applied Data Analytics curriculum is made up of 13 courses for a total of 37 credits. The curriculum consists of 4 foundational courses to prepare students with the basic data analytics skills and knowledge, 3 advanced data analytics courses, 3 enterprise analytics specialization 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 the course prerequisites are identified in the course descriptions. Summary of Curriculum

Foundational Courses
CIS 6105: Data Analytics for Decision Making
CIS 6107: Data Storage and Retrieval
CIS 6108: Advanced Data Analytics
CIS 6113: IT Management Ethics

Advanced Courses
CIS 6115: Applications in Machine Learning
CIS 6117: Applied Text Mining
CIS 6118: Big Data Management
Specialization Courses
CIS 6553: Enterprise Data Strategies
CIS 6557: Enterprise Data Architectures
CIS 6558: Change Management for Data Analytics

Capstone Project Courses
CIS 6795: Research and Writing
CIS 6800: Capstone Project I
CIS 6900: Capstone Project II

School of Business and Technology Graduate Certificates

The School of Business & Technology graduate programs offer a range of certificate options based on courses drawn from our master-level degree programs: 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

Leadership and Change 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 Consultation Theory & Practice, MGT 6413 Communication across Cultural Boundaries, or MGT 6310 Conflict, Negotiating, & Coaching.

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 6430 Organization Development.

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.

Certificate in Global and Strategic Project Management:
Students must complete CIS 6101 Leadership Communications, PRM 6556 Organizational Change Leadership, PRM 6567 Global and Cultural Competency, and PRM 6586 Leading Global and Distributed Teams.

Data Analytics Certificates

Certificate in Applied Data Analytics:
Students must complete CIS 6105 Data Analytics for Decision Making, CIS 6107 Data Storage and Retrieval, CIS 6108 Advanced Data Analytics, and CIS 6113 IT Management Ethics.

Courses

MGT 6201 - Consultation Theory and Practice - 3 cr.
Designed as a practicum experience that explores the role of consultants and leaders in bringing about organizational change. The course will describe and illustrate the three basic philosophies of consultation, as identified by Edgar Schein: Expert consultation, the physician model, and process consultation. The pros and cons of each approach will be examined, and students will apply course lessons in consulting with an actual client group and/or in case studies.

Prerequisite Courses: MGT 6420, MGT 6430
MGT 6210 - Seminar on the Cape - 3 cr.
An annual seminar opportunity for students to study with a nationally or internationally known scholar-practitioner in the disciplines of organization development and leadership. This CSS course is wrapped around a week of summer study at the Cape Cod Institute (CCI) in Eastham, MA, known throughout the world for the quality of its seminars and the thought leaders who deliver them. The course includes pre- and post-trip classroom sessions conducted by the CSS Instructor who guides students while they study at CCI.
Prerequisite Course: MGT 6420

MGT 6220 - Design and Scale in Organizational Change Interventions - 3 cr.
Examines the issues that leaders and practitioners must consider when designing change initiatives and interventions. Design questions will consider both the size of the organization and whether the intervention focuses on the whole system or just parts of it. Among the topics that will be considered are: organizational culture, systems theory, large group interventions, and working with groups.
Prerequisite Courses: MGT 6420, MGT 6430

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 6310 - Conflict, Negotiating, and Coaching the Client Group - 3 cr.
Prepares students to guide subordinates or clients through the conflicts that often emerge during periods of organizational change. Topics covered in the course will include: sources of conflict, resistance to change, conflict resolution style preferences, negotiating (interest-based vs. positional), and providing coaching and feedback.
Prerequisite Course: MGT 6420

MGT 6320 - Contemporary Approaches to Change - 3 cr.
Explores contemporary approaches to organizational change that emphasize the influences of postmodernism and social constructionism. The course surveys several models of change that have evolved or emerged from the decades-old practice of organization development (OD) and provides students with a repertoire of choices for managing change in the 21st Century.
Prerequisite Course: MGT 6420

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 6405 - Ethical Issues and Wholeness in Change Leadership - 3 cr.
Explores the ethical responsibilities of organizational leaders and practitioners who design, guide, and implement change interventions or initiatives. It also considers the issue of practitioner wholeness and how living a divided life can contribute to ethical conflicts during times of rapid organizational change. Topics that will be covered include: Values, “use of self,” conscious vs. unconscious choice, ethical decision-making, and wholeness at the individual, group, and organizational levels.
Prerequisite Courses: MGT 6420, MGT 6430

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 - Communication Across Cultural Boundaries - 3 cr.
Examines the methods that leaders and change practitioners utilize in helping employees and client groups develop the awareness and skills necessary to communicate effectively across cultural boundaries. The course explores culture in its broadest sense, which includes cultural differences across/or within organizations, demographic categories, and nations. Particular attention will be paid to the roles of diversity and inclusivity in modern change initiatives and interventions.
Prerequisite Course: MGT 6420

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.

MGT 6430 - Organization Development - 3 cr.
Serves as an introduction to the theory and practice of organization development (OD), also referred to as “planned change.” It emphasizes the historic evolution of OD, models of planned change, the dynamics of resistance to change, organizational culture, and the role of the OD consultant. The course also seeks to compare and contrast OD with other approaches to “change management” and to assess their relevance in organizations today.

MGT 6431 - Research Skills for Practitioners - 3 cr.
Explores the research skills utilized by organization development practitioners and leaders who are responsible for organizational change. This course utilizes appropriate research methods to explore how often behaviors occur as well as why and how behaviors occur in our social world. It also prepares students to use writing as a means of engaging in critical thinking and high-level reasoning in presenting their research.

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 Change - 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 requires students to synthesize and integrate lessons learned in their previous courses.
Prerequisite Courses: MGT 6201, MGT 6220, MGT 6310, MGT 6320, MGT 6405, MGT 6413, MGT 6420, MGT 6430, MGT 6431

MGT 6490 - Global Capstone - 4-6 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 6530 - Managerial Applications of Tec - 3 cr.
Provides an overview of the technological responsibilities of a manager in the area of finding strategic solution, 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 6545 - Corporate Compliance in the Healthcare Industry - 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.

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

MGT 6800 - Group Practicum - 6 cr.
The Group Practicum is one of three capstone options offered to students in the MBA in Leadership and Change. Three to five students work as a team that, with guidance from a faculty member, work with an organization (both for profit and nonprofit) on a project involving organizational change. Projects could include: organization development interventions; strategic planning; training and development programs; or conducting research on a problem defined by the organization. The Group Practicum provides students an opportunity to synthesize program learning and apply it to real world scenarios. The student team prepares a final thesis-like paper containing a relevant literature review, their analysis of the organizational project, and a summary of their conclusions and recommendations. The class counts for six (6) credit hours and also requires students to participate in a final oral defense of their research and other course lessons. (Capstone Option). Prerequisites: Completion of all MBA classroom-based courses or permission by the Program Director.

MGT 6810 - Thesis/Final Research Project - 6 cr.
Students will design and carry out a significant research project that includes: reviewing the literature, formulating a problem statement or hypothesis, and producing an application that is appropriate to the topic of inquiry. They will write an academic paper that includes a description of their 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.

MGT 6900 - Capstone Continuing Enrollment - 0 cr.
Required registration for continuing work on final capstone courses. Students not completing the capstone within the 16 week term in which that course is scheduled must register for MGT 6900. Students may register only once for a continuing enrollment.

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

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 - Data Analytics for Decision Making - 3 cr.
Examination of the use of data to achieve new insights and improved decision making. In this course, students study, transform, and analyze data using modern technologies and methods. Topics include structuring business processes and rules, planning data projects, preparing data for analysis, applying statistical methods, and evaluating the results in the context of decision making.

Crosslist Course: MGT 6105

CIS 6107 - Data Storage and Retrieval - 3 cr.
An in-depth study of data storage supporting data analytics and the methods used to extract and combine data from multiple data sources. Topics include relational database design, SQL, data warehouses, non-SQL databases, parallel processing, and the cloud service environment.

**Prerequisite Course:** CIS 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.**
An examination of the research process designed for students preparing for the Capstone Project. Using scholarly and professional literature, students will identify current problems facing organizations and propose potential solutions. Topics include topic selection, research methodologies, scholarly writing, APA formatting, library research, evaluation of scholarly and professional literature, and the process of giving and receiving effective peer review feedback. The course will result in the creation of a project proposal for the Capstone Project.

**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; collaboration 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 education programs in the School of Education are nationally accredited.

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) Academic and Behavioral Strategist (ABS) license (3) Certificate in Educational Technology, (4) Certificate in Literacy Instruction, (5) Certificate in Computer Science Education, (6) Certificate in Culturally Responsive Practice, and (7) Graduate Teaching Licensure (GTL), an accelerated program offering professional preparation of teachers for elementary, and middle/secondary licensure. GTL and ABS licensure students may earn a Master of Science in Teaching degree by completing two required research courses. The M.S. requires a total of 34 graduate credits, which includes completed GTL or ABS 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 continued professional development for today's educators. These courses may also be taken as electives for graduate education programs.

Graduate Teaching Licensure

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; 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 have the foundational 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. Three to four onsite sessions convene 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 school day 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, equity and inclusion, 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 (5-12) in the areas of Communication Arts and Literature, Social Studies, Life Science, Mathematics, Chemistry (9-12), or Spanish (K-12).

Program Leadership
Chair of Graduate Programs in Education: Chery Lucarelli, Ph.D.
Duluth Program Coordinator: Judi Roux, Ed.D.
St. Cloud Program Coordinator: Jesse Hinrichs, Ed.D.
St. Paul Program Coordinator: Annette Miller, Ph.D.

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 before enrolling in program courses.
• 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 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.

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://www.css.edu/graduate.html](http://www.css.edu/graduate.html) 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.

Students are advised to get pre-approval for before registering for courses they intend to transfer.

**Graduation Requirements**
The Master of Science in Teaching degree requires completion of 34 graduate-level credits. If students need additional graduate level credits they may take electives from our other graduate programs or our School of Education [professional development courses](#), or may transfer in a maximum of 6 graduate credits 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 2 cr. $75 course fee
EDU 5115 Foundations of American Education 2 cr.
EDU 5125 Diversity in the Classroom 2 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 5311 Middle Communication Arts & Literature 2 cr.
EDU 5332 Secondary Communication Arts & Literature 2 cr.
EDU 5335 Secondary Content Reading Area 2 cr.
EDU 5440 Spanish Methods 4 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. $270 course fee

Special Education Licensure with Optional Master of Science in Teaching

Program Philosophy
The College of St. Scholastica’s Graduate Special Education Licensure Program is an innovative online program designed to provide professional preparation of teachers for the Minnesota Academic and Behavioral Strategist (K-12) licensure. The licensure program will allow practicing novice, apprentice, and veteran educators the opportunity to extend their teaching credentials, advance their teaching practices and enhance their work with learners with exceptionalities. Members of the program will be prepared to work with students with mild to moderate needs in the categories of: autism spectrum disorders (ASD), developmental cognitive disability (DCD), emotional/behavioral disorders (EBD), other health disorders (OHD), and specific learning disabilities (SLD)s. The ABS program is premised on the belief that all learners are valued individuals who must be treated with respect and dignity. All learners, including those with exceptionalities, deserve an educational experience in which they are given every opportunity to learn and become contributing members of their communities. Thus, the ABS program will build reflective practitioners who work to facilitate inclusion as a way to meet the needs of academically and behaviorally diverse learners in order to provide them the educational experiences in which they are encouraged, valued, and respected. In addition to fostering students’ efficacy, addressing the attitudes and biases of others toward individuals with exceptionalities is equally important. The program reinforces the need to embrace all students’ strengths, and increase candidates’ knowledge of exceptionalities in an effort to reframe attitudes, and the construction of attitudes, toward and about exceptionalities in our schools and the community.

Program Description and Format
The Academic and Behavioral Strategist Licensure Program (ABS) prepares students for an additional Minnesota teaching license that may lead to an optional Master of Science in Teaching degree. It is designed for certified teachers who wish to add another endorsement to their Minnesota teaching license, though is open to those in other fields that would benefit from the curriculum. The program allows for flexibility due to online learning design. Field experiences occur in a variety of school settings and require some school day hours. Working teachers may be able to complete some hours while on the job. Students can complete the program in under 2 years, provided they have the necessary pre-requirements. The program is standards-based and emphasizes active, results-oriented learning.

Admissions Requirements
The Special Education 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 Special Education Program Application Essay.
- Submit two completed, professional Graduate Recommendation forms.
- Initiate and receive a clear background check if you are not currently working in a Minnesota school.
- Submit a completed Student Immunization form.
Submit 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.

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 Academic and Behavioral Strategist 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 Academic and Behavioral 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.

Students are advised to get pre-approval for before registering for courses they intend to transfer.

Academic and Behavioral Strategist (ABS) Licensing Requirements

The licensure program requires the completion of 32 graduate-level credits for those holding a current Minnesota teaching license.

Chair of Graduate Programs in Education: Chery Lucarelli, Ph.D.
Faculty Lead: Amy Murzyn, Ed.D.

Master of Science

The Master of Science degree requires the graduate-level licensure courses (32 credits) and 7 credits in educational research to complete the degree. Students have seven years from starting the ABS licensure program 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.

Special Education Licensure Program Requirements (Academic and Behavioral Strategist K-12)

EDU 5600 Foundations of Special Education (3 cr)
EDU 5630 Collaboration Skills (3 cr)
EDU 5640 Behavior Theories, Analysis, and Interventions (3 cr)
EDU 5650 Assessment Strategies for Students with Mild/Moderate Disabilities (3 cr)
EDU 5670 Fundamental Characteristics of Mild/Moderate Disabilities (3 cr)
EDU 5660 Special Education Law (3 cr)
EDU 5680 Transitional Planning and Secondary Services for Students with Mild/Moderate Disabilities (3 cr)
EDU 5690 Instructional Strategies/Methods: Mild/Moderate Disabilities (3cr)
EDU 5605 Clinical Practicum and Seminar (4 cr)

**Elementary Reading Credits: EDU 5325 (2 cr) and EDU 5330 (2cr)**
**may be waived for those with a Minnesota Elementary Education teaching license**

Course Descriptions

Out of State Considerations and Those not Currently Licensed
Disclaimer: The Academic and Behavioral Strategist program at the College of St. Scholastica meets the add on licensing requirements of the state of Minnesota. You will need to check with your state education agency to determine if this program meets your state's licensing requirements. This program does not include Minnesota initial teacher preparation Standards of Effective Practice.

Master of Education

Program Philosophy
The Master of Education degree program at The College of St. Scholastica seeks to challenge graduate students 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 critical 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 practice to improve student learning and address critical issues in today's schools. 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.
- Inclusion: Candidates will develop cultural self-awareness and cultural fluency 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 in their respective professional setting.

Application Priority Consideration
The application deadline for priority consideration for Fall term is August 1, Spring term is December 1, and Summer term is May 1. Review of completed application files will continue until all open seats for the program are filled.

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 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.

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.

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 courses equaling 12 credits):

- Certificate in Computer Science courses
- Certificate in Culturally Responsive Practice courses
- Certificate in Educational Technology 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).

Certificate in Educational Technology Program

Our Certificate in Educational Technology is delivered in an online format, and is designed for teachers, school leaders and other professional 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. Students in the program will also be prepared to consider equity and access issues to help address the growing societal digital divide.

Admission Requirements

The Certificate Educational Technology 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 December 1, and Summer term is May 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 choose 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
- EDU 6710 - Computational Thinking & Standards
- EDU 6720 - Computer Science Principles

The following course is required:

- EDU 6450 - Leadership/Future Trends Edu Tech

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 effective pedagogical techniques to increase access and equity in computer science.

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 middle and secondary level, in any field/specialization.
- Technology integrationists or school-wide computer science instructional coaches.
- Educators who provide computer science education to students 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.

Admission 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 December 1, and Summer term is May 1. Review of completed application files will continue until all open seats for the program are filled.

Acceptance Categories

The Certificate in Computer Science 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:

EDU 6710 ~ Computational Thinking & Standards - 3 cr.
EDU 6720 ~ Computer Science Principles - 3 cr.
EDU 6730 ~ Programming and Teaching Java - 3 cr.
EDU 6740 ~ CS Methods & Capstone Project - 3 cr.

Certificate in Literacy Instruction

The online Certificate in Literacy Instruction 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 Reading Teacher endorsement 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 Reading Teacher endorsement or for anyone interested in becoming a more successful and confident teacher of reading at any level.

*The K-12 Reading Teacher endorsement 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.

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

Admission Requirements

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.

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.

Required Courses

EDU 6340 ~ Foundations of Literacy 3 cr.
EDU 6350 ~ Effective Literacy Instruction 3 cr.
EDU 6360 ~ Reading in the Content Areas 3 cr.
EDU 6375 ~ Literacy Assessment and Interventions 3 cr.
EDU 6380 ~ Leadership in K-12 Literacy 3 cr.

Certificate in Culturally Responsive Practice

The Graduate Certificate in Culturally Responsive Practice provides educators and other interested professionals skills and strategies to harness the gifts that students and individuals bring to schools and organizations to create inclusive learning environments.

The Certificate includes a comprehensive set of courses that examine demographic trends and achievement disparities and offers research-based strategies that help meet the needs of a diverse student population. The coursework is flexible in that it also applies to other professionals seeking to expand their knowledge of equity, diversity, and inclusion to inform their practice.

At its core, the certificate will help educators and other professionals deeply examine their own ways of thinking and actions to make a positive difference in the lives of the people and students they work with.

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, learning and leadership strategies.

This certificate consists of four courses that examine demographic trends and achievement disparities, and offers 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 December 1, and Summer term is May 1. Review of completed application files will continue until all open seats for the program are filled.

Certificate Length

The 12-credit certificate is specifically designed to meet the needs of working adults with a convenient, 100 percent online format. By taking one course per term, you can earn your certificate in just over a year.

Admissions Requirements

The Certificate in Culturally Responsive Practice 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.

Acceptance Categories

The Certificate in Culturally Responsive Practice graduate 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

EDU 6370 ~ Universal Design for Learning - 3 cr.
EDU 6570 ~ Intercultural Development & Competence - 3 cr.
EDU 6580 ~ Creating and Sustaining Culturally Inclusive Learning Communities and Schools - 3 cr.  
EDU 6590 ~ Critical Pedagogy: Teaching and Leading for Social Change - 3 cr.  

**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. Individuals can participate as a non-degree seeking student. To obtain additional information and dates, contact Katie Wayne, (kwayne@css.edu, 877-287-8740).

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 6445 ~ Online Teaching Methods: From Design to Practice**  3 cr.
- **EDU 6520 ~ 21st Century Technology for Teaching**  3 cr.
- **EDU 6550 ~ Culturally Responsive Pedagogy**  3 cr.
- **EDU 6570 ~ Developing Intercultural Competence**  3 cr.
- **EDU 6580 ~ Culturally Inclusive Learning Communities**  3 cr.
- **EDU 6710 ~ Computational Thinking & Standards**  3 cr.
- **EDU 6720 ~ Computer Science Principles**  3 cr.  (with instructor permission)

Courses

**EDU 5111 - Reflection/Professional Development - 2 cr.**
Introduces students to the concepts and practice of professional reflection. Students are introduced to the Backward Design framework as they develop skills in writing instructional outcomes and engage in the lesson planning process that will be required throughout the program. The course also provides students opportunities to be actively engaged in learning about the School of Education claims and the SOE four program strands; reflection & professional development, technology, diversity, and learning to learn. The Education Teacher Performance Assessment (edTPA) is introduced 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, including students with gifts and talents, and requirements of disability legislation. Students are prepared to apply the principles of differentiation, universal design for learning, and collaboration in inclusive classrooms.
**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 - 0-2 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 5440 - Spanish Teaching Methods - 4 cr.**
Examination of the teaching-learning situation in the world language classrooms (K-12). Lecture, discussion, written reports and simulated teaching (i.e. micro-teaching, TPA preparation). Topics include communication vs. grammar as an organizing principle, historical background of second language acquisition, curriculum development, national and state standards, technology and foreign language learning, proficiency, learning styles, assessment, FLES, FLEX, world languages in the elementary, middle, and high school, articulation across age/grade levels, and advocacy. Required course for Graduate Teacher Licensure in Spanish. Prerequisites: Admission: Graduate Teacher Licensure program.

**Prerequisite Courses:** EDU 5135, EDU 5220

**Corequisite Courses:** EDU 5350, EDU 5450

**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 5505 - Student Teaching Internship for Second Licensure - 4 cr.**
This student teaching internship is specifically designed for second licensure teacher candidates. Each second licensure candidate will complete a practical teaching experience in a local school, under the supervision of a licensed teacher. The candidate will be placed in either an elementary, middle, or high school classroom to match the area for second licensure endorsement. This student teaching experience will include formal observation, planning of teaching units, and participation in school activities, working with students with diverse learning needs, communicating effectively with parents/guardians, and working with school support personnel. Candidates are supervised and observed by a college faculty.
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 5600 - Foundations of Special Education - 3 cr.
Address the foundational knowledge necessary for teaching students with exceptionalities utilizing the principles of Universal Design. Topics include an introduction to disability laws, an overview of the special education process, historical and theoretical frameworks and legal mandates that have shaped the current field of special education, as well as the needs and characteristics of individuals with exceptionalities and an introduction to Universal Design. This is the first course in a series leading to eligibility for licensure in Minnesota as an Academic and Behavioral Strategist.

EDU 5605 - Clinical Practicum Seminar ABS - 4 cr.
Focuses on the application of teaching skills in special education classrooms, primary (grades K-4), middle level (grades 5-8), and secondary (grades 9-12, including transition program settings), under the supervision of a licensed teacher. Clinical practicum experiences include: planning and teaching lessons designed to meet individual academic and behavioral needs of students who have a range of mild to moderate exceptionalities from the primary disability areas of autism spectrum disorders, developmental cognitive delays, emotional or behavioral disorders, other health disorders, and specific learning disabilities. The experiences will also include formal observations, participation in school activities, communicating effectively with parents/guardians, and working with general education teachers and school support personnel. The seminar component of the course will include a minimum of three synchronous meetings and will provide opportunities to actively explore central educational issues and key concepts related to the education of students with mild/moderate exceptionalities. Candidates are supervised and observed by a college faculty member. The duration for this second licensure student teaching internship is 4 weeks (150 student contact hours) in length. The distribution of hours at each grade band will be determined on an individual basis and may occur over the course of multiple semesters.

EDU 5630 - Collaboration Skills - 3 cr.
Develop skills necessary for successfully communicating and collaborating with families, educators, related service providers and community resources specific to the programming needs of students with exceptionalities. Topics include ethics, knowledge and skills of collaboration, the application of collaboration for consultation, team membership, co-teaching, the supervision of paraprofessionals, and the impact of family and culture on communication and collaboration.

EDU 5640 - Behavior Theories, Analysis and Interventions - 3 cr.
Focuses on the legal and ethical aspects of behavior management and positive behaviors and supports for students with exceptionalities. Students are prepared to conduct Functional Behavior Assessments and design and implement Behavior Intervention Plans that promote and enhance positive behavior.

EDU 5650 - Assessment Strategies for Students with Mild/Moderate Disabilities - 3 cr.
Addresses the knowledge and skills related to assessment, evaluation, and eligibility for special education and related services of students with mild to moderate disabilities. Topics include norm referenced individualized test instruments, classroom based assessments, formal/informal assessments, basic statistics/measurement concepts, school-based definitions, criteria, characteristics and report writing.

EDU 5660 - Special Education Law - 3 cr.
Explores the historical and legal aspects of the educational and due process rights of students with exceptionalities and their families. Students are prepared to design and implement Individualized Education Program plans and documents required by due process procedures and school systems.

EDU 5670 - Fundamental Characteristics of Mild/Moderate Disabilities - 3 cr.
Develops a deeper understanding of skills and knowledge necessary for teaching students with mild to moderate exceptionalities. Topics include theories/practices for mild disabilities, support systems, current trends at local, state, national levels and impacts of culture, disability, and gender on identification.

EDU 5680 - Transitional Planning and Secondary Services for Students with Mild/Moderate Disabilities - 3 cr.
Addresses the transition needs of students with disabilities, learning how to cover and implement transition systems. Topics include policies and legislation, transition assessments and paperwork, working collaboratively, transition IEPs and services, and setting up transition services in post school environments.
EDU 5690 - Instructional Strategies for Students with Mild/Moderate Disabilities - 3 cr.
Focuses on classroom application of research-based strategies and interventions for learners with exceptionalities. Topics include: legal requirements and laws, Response to Intervention (RtI), Universal Design for Learning (UDL), instructional strategies and assessments for teaching reading, vocabulary spelling, handwriting and math, instructional technology and delivering and documenting educational services.

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 6220 - Educ Res Children & Young Adlt - 2 cr.
Provides students with knowledge and skill in the use of appropriate educational resources in the promotion of reading skills. Students examine a variety of resources appropriate for use with grade 5-8 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 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 6390 - The Adult Learner - 3 cr.
Provide planning for teaching the adult learner and administering programs to meet the needs of adult learners. Explore the evolving nature of adult learning and of adult learners and to assist in the development of strategies and skills useful in planning and administering adult learning programs in a variety of settings.

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.
Covers both practical and pedagogical aspects of teaching online and in a blended format. As part of this experience, you the student will use the Blackboard course learning management system to begin to develop the framework of a sample course of your own design, including a syllabus or course overview, discussions, course content, and other components that are optimized for the online or blended teaching and learning environment.

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 6520, EDU 6430, 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 6480 - Digital Tools for Technology Innovation - 3 cr.
Provides an introduction and exploration of innovative technology resources and applications to support learning. Participants will examine pedagogical frameworks that integrate technology and use these frameworks to create plans and resources to support their instruction.

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.
An overview of current research and applications of 21st century technology to increase student learning and enhance teaching. Students will assess their current technology skills and knowledge to increase competency and application integration of technology. Students will gain useful knowledge, skills and tools to support technology integration in their practice, as well as develop a technology integration initiative that can be implemented in their school or workplace.

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 Assessment - 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 6590 - Critical Pedagogy: Teach and L - 3 cr.
Description coming soon.

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 6740 - Computer Science Methods and Capstone - 3 cr.
Students will learn effective strategies for teaching computer science. Students will develop a project, either in a classroom or during an after-school or similar experience that seeks to teach a section of the CS standards targeted at the student population with which they are working. Projects should stress inclusivity and appeal to a diverse group of students. Data will be collected about projects including demographics of participants, aggregate achievement, and analysis of student work samples.

Prerequisite Courses: EDU 6710, EDU 6720, EDU 6730

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 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.
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. Todd Neuharth

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 thorough out 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 before the first academic year. The first summer session will involve academic coursework while the second summer session consists of an internship that 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 before 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 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 - Emergent Conditions - 3 cr.**
Prepares providers to evaluate and stabilize patients in emergency situations. Focuses on advanced techniques of rapid assessment, resuscitation, stabilization and transportation of critical patients. Development and implementation of selected prevention strategies are incorporated throughout the course.

**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 6012 - Clinical Gross Anatomy & Human Physiology - 4 cr.
Study of the body's structure organized according to the major regions: lower limb; back and upper limb; thorax; abdomen and pelvis; and head and neck. Laboratory dissections will be utilized throughout the course. In addition to the body structure, essential concepts of physiology and mechanisms of body function are presented at various levels of organization. Emphasis is placed on understanding the integrated regulation of various body processes among the major systems.

ATR 6014 - Foundations of Athletic Training - 3 cr.
Serves as an introduction to the profession of athletic training; including basic assessment, taping, and bracing skills utilized by athletic trainers.

ATR 6100 - Clinical I - 2 cr.
Emphasis centers on preventative care, orthopedic and emergency assessments, and healthcare documentation. This first clinical course, in a series, utilizes patient/client interactions at various practice settings to develop and evaluate students' knowledge, skills, and clinical decision-making abilities while under preceptor supervision.

ATR 6102 - Evaluation and Treatment: Orthopedic Conditions - 6 cr.
Prepares practitioners in the prevention, diagnosis and initial treatment of orthopedic pathologies of the axial and appendicular skeletal system
Prerequisite Courses: ATR 6012, ATR 6013, ATR 6014

ATR 6103 - Health Promotion and Wellness I: Strength and Conditioning - 2 cr.
Develops students to formulate wellness plans for individuals or groups, addressing both aerobic and anaerobic systems. Emphasis on screening and implementation of strength and conditioning programs for prevention and reconditioning.

ATR 6104 - Healthcare Documentation - 2 cr.
Develops conceptual knowledge, medical terminology, and professional skills to document, manage, and analyze patients' health information through the adoption and implementation of interoperable health information technologies

ATR 6110 - Athletic Training Program Assessment I - 0 cr.
Serves to provide integrated program assessment opportunities.

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 6205 - Therapeutic Interventions: Rehabilitative Exercise and Modalities - 6 cr.
Prepares practitioners in the theory, principles, and evidence for the utilization of various interventions for the promotion, maintenance, and restoration of optimal health. Emphasis on the management of pain and dysfunction through the utilization of manual therapy, exercise, and therapeutic modalities.
Prerequisite Courses: ATR 6102, ATR 6103

ATR 6206 - Health Promotion and Wellness II: Bioenergetics - 2 cr.
Provides an overview of human nutrition with an emphasis on patient education, nutritional counseling and planning.
ATR 6207 - Pathophysiology for Athletic Training - 2 cr.
Covers basic pathologic conditions and principles including etiology, clinical course, and primary interventions of disorders presented in the context of disablement models.

ATR 6208 - Clinical II - 2 cr.
Emphasizes appropriate integration of therapeutic interventions in relation to assessment findings. The second clinical course utilizes patient/client interactions at various practice settings to develop and evaluate students' knowledge, skills, and clinical decision-making abilities while under preceptor supervision.

ATR 6210 - Athletic Training Program Assessment II - 0 cr.
Serves to provide integrated program assessment opportunities.

ATR 6300 - Evaluation/Treatment: General Medical Conditions in Athletic Training - 2 cr.
Prepares athletic trainers as primary care providers who address common diseases and disorders of the body systems, as well as selected systemic diseases in the physically active population.

ATR 6301 - Pharmacology for Athletic Trainers - 2 cr.
Focuses on the basic principles of biophysics, biochemistry and physiology, as related to the mechanisms of drug action, biodistribution and metabolism. Selected agents and classes of agents are examined in detail

ATR 6302 - Evidence-Based Practice and Research - 4 cr.
Description coming soon.

ATR 6303 - Clinical III - 1 cr.
Emphasizes pre-participation organizational activities in a secondary school and collegiate/university sports context. The third clinical course utilizes patient/client interactions at various practice settings to develop and evaluate students' knowledge, skills, and clinical decision-making abilities while under preceptor supervision.
Prerequisite Course: ATR 6208

ATR 6400 - Healthcare Administration - 3 cr.
Examines and provides preparation in administrative, managerial, and business duties common to athletic trainers across practice settings including program delivery, risk management, development of policies/procedures, healthcare revenue and reimbursement, and resource management
Prerequisite Course: ATR 6104

ATR 6401 - Advanced Techniques in Athletic Training I - 2 cr.
Provides preparation in advanced clinical practice concepts and techniques.

ATR 6402 - Clinical IV - 4 cr.
Emphasizes full-time, immersive clinical placements designed to reflect the daily clinical and administrative practices of an athletic trainer. The fourth clinical course utilizes patient/client interactions at various practice settings to develop and evaluate students' knowledge, skills, and clinical decision-making abilities while under preceptor supervision.
Prerequisite Course: ATR 6303

ATR 6403 - Clinical V - 1 cr.
Emphasizes the inclusion of advanced athletic training skills and incorporation of evidence-based techniques in daily practice. The fifth clinical course utilizes patient/client interactions at various practice settings to develop and evaluate students' knowledge, skills, and clinical decision-making abilities while under preceptor supervision
Prerequisite Course: ATR 6402

ATR 6410 - Athletic Training Program Assessment III - 0 cr.
Serves to provide integrated program assessment opportunities.
ATR 6501 - Evaluation/Mgt: Upper Extremity - 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 - Biopsychosocial 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 6513 - Capstone Experience - 4 cr.
Provides for comprehensive evaluations of the integration of athletic training knowledge, skills, and attributes and directed research experiences emphasizing evidence-based practice techniques to answer clinical problems.

ATR 6514 - Advanced Techniques in Athletic Training II - 2 cr.
Covers basic principles of diagnostic imaging pertinent to clinical practice. Compares and contrasts various imaging techniques, interpretation of reports and appropriate referrals.

ATR 6515 - Clinical VI - 2 cr.
Emphasizes design, implementation, and management of patient care plans while monitoring patient outcomes to measure plans’ effectiveness. The final clinical course utilizes patient/client interactions at various practice settings to develop and evaluate students’ knowledge, skills, and clinical decision-making abilities while under preceptor supervision.

Prerequisite Course: ATR 6503

ATR 6516 - 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 - 2 cr.
Focuses on emerging concepts in athletic training.

ATR 6998 - Athletic Training & Sports Medicine Practicum - 1 cr.
An elective practicum experience intended to provide students a concentrated exposure to a clinical setting of choice. The experience will be customized to the needs and professional goals of the students. During the experience students will practice patient care skills previously instructed under the supervision of a clinical preceptor. Students may only complete this elective course once during the duration of their enrollment in the athletic training program.

ATR 6999 - Independent Study - 1-8 cr.
Independent Study in Athletic Training.

ATR 7004 - 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 evidence-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 anatomy, physiology, statistics, research methods, and chemistry. Anatomy and physiology are particularly important foundational courses.

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. 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 director 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. Synthesize the functional relationship of anatomical structures.
2. Recommend appropriate exercise prescriptions based on assessment results.
3. Compare the human body’s adaptation to acute and chronic exercise under standard and nonstandard conditions.
4. Demonstrate professional behavior in academic and clinical settings.

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

EXP 6521: Functional Anatomy 3 cr.
EXP 6522: Biochemistry, Nutrition and Exercise 3 cr.
EXP 6531: Applied Exercise Physiology 3 cr.
EXP 6532: Physiological Assessment 3 cr.
EXP 6535: Cardiovascular Physiology 3 cr.
EXP 6536: Clinical Exercise Physiology 3 cr.
EXP 6538: Exercise Testing and Electrocardiography 3 cr.
EXP 6542: Strength Training, Conditioning 3 cr.
EXP 6555: Internship 8 cr.
EXP 6888: Thesis 8 cr.

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. Gross anatomy laboratory for human dissection experience is used to enhance understanding of three dimensional anatomical relationships for specific body regions.

EXP 6522 - Biochemistry, Nutrition & Exer - 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 & 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 6565 - Exercise Physiology Seminar - 0 cr.
The first semester of this year-long seminar focuses on professional skills needed by future exercise physiologists that are not addressed in detail in other graduate exercise physiology courses. During the second semester, professionals from fields related to exercise physiology will serve as guest speakers and share their professional experiences and advice with the class.

EXP 6777 - Independent Study - 0-4 cr.
Topics in 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: David Marc, PhD, CHDA
Program Director: Amy Watters, EdD, RHIA, FAHIMA

Programs

The HIM graduate program is offered in a distance learning format, with all courses conducted online. It 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. 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.

The Master of Science in Health Information Management (MS in HIM) program requires the completion of 40 credits of online course work, including a Final Applied Project. The program is designed to be completed in approximately two years. The courses are offered online in 8 week or 16 week formats and focus on management and leadership, development of clinical information systems, database methods, healthcare quality, data analytics, medical
vocabularies and classification systems, research methods, compliance, ethics, project management, and healthcare delivery. For more information about the required coursework, visit the MS HIM webpage.

The MS in HIM 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 program grants eligibility to take the Registered Health Information Administrator (RHIA) credentialing examination offered by AHIMA.

**Departmental policies**

Applicants must submit:
- Official transcripts of all college coursework;
- An essay describing work experience and career goals and;
- One completed graduate recommendation.

**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 as well as foundational knowledge of anatomy and physiology, pathophysiology, medical terminology, and pharmacotherapeutics. 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 must be completed within seven years. Credits more than seven years old as of the date of graduation will not count toward the degree completion.

**Program 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.

**Courses**

**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

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 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 Practi - 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.

**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.

**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.

**HIM 6550 - Health Care - Global, Preventative, and Systemic Perspectives - 3 cr.**
Examines health in the global society with a specific focus on the U.S. Explores the meaning of population health, the culture of health and how that interacts with community culture. Covers the history, development, and future of the healthcare system in the United States including types of healthcare institutions, services, payment systems, the government’s role and the people and professions that staff this industry.

**HIM 6555 - Prof Practice Internship - 1-8 cr.**
HIM 6560 - Foundations of Management & Leadership in HIM - 3 cr.
Focuses on the concepts, principles, tools and strategies utilized in managing operations within a performance improvement model. The course includes tools and techniques for planning, organizing, directing, controlling, and improving productivity and performance in Health Information Management. All of these concepts are addressed through the lens of various leadership theories and strategies.

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 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 and Program Director: David Marc, PhD, 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, with an emphasis on inferential statistical methods.
A cumulative undergraduate grade point average of 3.0 or better on a 4.0 system is required. All prerequisite coursework 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 of...
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 completion.

Departmental Outcomes

Mission of the Program
Provide innovative professional education to prepare graduates to meet the demands of the healthcare industry and become advanced practitioners in the application of healthcare data and technologies.

Vision of the Program
To be a national leader in innovative and advanced education in health informatics.

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
- Design technology to meet the needs of multiple stakeholders
- Interpret terminologies, standards, and classification systems
- Enhance the quality and uses of data within the healthcare industry.
- Interpret governmental regulations related to patient data and quality reporting
- 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 6511 - Health Information Security Systems - 3 cr.**
Strategies for designing, implementing, auditing and evaluating the technical, physical and human components of an information security system that adheres to a healthcare organization’s legal, ethical and organizational requirements

HIF 6522 - Seminar in Health Informatics - 1 cr.
A capstone seminar in which students present the results of their Final Research Projects and explore current issues relative to the field of Health Informatics in a rapidly changing healthcare delivery system. All health informatics students will conduct a formal presentation of their final research project. Faculty, staff, the student body, and the public will be invited to each presentation. The presentations are held virtually and aired live as well as recorded for later viewing. Enrolled students will present the background, research question/hypotheses, methods, results, discussion, and conclusions based on their research from their final research project.

Prerequisite Course: HIF 6534

HIF 6534 - Final Applied Research Project - 3 cr.
Working closely with the instructor, each student completes the applied research project and prepares a final manuscript that can be submitted for potential publication in a peer-reviewed journal or conference proceedings. The goal of the final applied research project is to increase students’ research competencies through actively engaging in the research process. Not only will this further the student's education, but there is the potential that a student will have their work published and recognized by health informatics researchers and professionals.

Prerequisite Course: HIF 6532

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, with an emphasis in inferential statistics. For more information about the required coursework, please visit the Health Informatics 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. All prerequisite coursework 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 certificate completion.

Master of Science in Occupational Therapy
Purpose
This professional Master of Science program is designed to provide entry-level practitioners who are prepared to make evidence-based decisions that support occupation, participation, and health. The curriculum also promotes professionalism in students who will advocate for collaborative relationships with clients and other professionals to support participation in home, school, workplace, and community settings. The curriculum is further designed to promote the therapeutic use of occupations with clients, which may take the form of habilitation, rehabilitation, prevention, or the promotion of health and wellness to those who have or are at risk for developing an impairment of body structure/function, activity limitation, or restricted participation. The curriculum provides students with a clinical reasoning process for making clinical decisions and meeting the practice demands of various settings.

Students enter the Entry-level Master of Science (M.S.) in Occupational Therapy (OT) Program after completing a baccalaureate degree (no preferred major) and all OT Program prerequisite courses (see below). Upon entry into the OT Program, students will complete two years of professional occupational therapy education, and two (2) 6-month clinical fieldwork placements. Students will earn a Master’s of Science in Occupational Therapy. The OT Program is offered on a full-time basis only.

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 Entry-level M.S. in OT 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) 652-2682. The ACOTE website is http://www.acoteonline.org.

Students in the OT program must be able to fulfill certain tasks and behaviors identified as Technical Standards and Essential Requirements.

Upon completion of all academic and fieldwork requirements of the OT Program, students are awarded a Master's of Science (M.S.) degree. Graduates of the OT 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 rates 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 at http://www.nbcot.org/early-determination-character-review. (There is a fee for this service.)

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 maintain their license by acquiring continuing education credits and paying fees.

<table>
<thead>
<tr>
<th>Exam Year</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>3 year total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualified test takers</td>
<td>32</td>
<td>33</td>
<td>32</td>
<td>96</td>
</tr>
<tr>
<td>Qualified test takers who passed</td>
<td>32</td>
<td>33</td>
<td>32</td>
<td>96</td>
</tr>
<tr>
<td>Percentage of qualified test takers who passed</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100% (average)</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 NBCOT link: https://secure.nbcot.org/data/schoolstats.aspx.

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

Admissions Track
Applicants must follow these admission requirements:

- B.A./B.S. degree from a regionally accredited institution. No specific baccalaureate major;
- complete a minimum of 5 of the 7 required prerequisite courses by the deadline for application (mid-November) and complete the remaining required prerequisites no later than one week prior to the start of classes in June;
- cumulative OR most recent 64 credit GPA of 3.0. The College will consider whichever is higher: cumulative GPA or most recent 64 credit GPA as
calculated by OTCAS;
- prerequisite GPA of 3.0. The prerequisite GPA is calculated separately using the highest grade received in required prerequisite courses;
- complete all prerequisites with a grade of 2.0 or better and within 10 years of application;
- submit GRE scores obtained within the 5 years prior to application and sent to the CSS OTCAS code of 1995. Recommended analytical writing score of 3.0 or better;
- submit three letters of recommendation;
- complete a minimum of 40 hours of observation with an occupational therapist; and
- submit the completed Occupational Therapy Centralized Admission System (OTCAS) application (https://otcas.liaisoncas.com/applicant-ux/#/login) by the mid-November deadline.

Prerequisites for Admission

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

- BIO 2510 and BIO 2520: Anatomy Physiology I & II (prerequisite - BIO 2001)
- HSC 2209: Medical Terminology (minimum of 1 semester credit);
- PSY 1105: General Psychology;
- PSY 2208: Life Span Developmental Psychology;
- 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:

- HSC 2500: Introduction to Occupational Therapy (minimum 1 semester credit; acceptable with a letter grade of C or better, or a "passing" grade);
- PSC 1501: Physics (or PSC 1201);
- PSY 3423: Abnormal Psychology
- PSY 3330: PSY/SOC Research Methods;
- BIO 3020: Pathophysiology.

Students must complete a minimum of 5 of the 7 required prerequisite courses by the deadline for application (mid-November) and complete the remaining required prerequisites no later than one week prior to the start of classes in June. All prerequisite courses must have been completed with a grade of 2.0 or better. Credits from high school advanced placement (AP) courses will not be eligible* to satisfy prerequisite coursework for the OT Program, as stated in the OT Department Handbook. The St. Scholastica OT Program does not give credit for work experience or credits taken in another occupational therapy program toward prerequisite or in-program courses. Prerequisite courses must be within the past 10 years.

*Any student may request a waiver of admission requirements through a written request to the Graduate Admissions Office. These requests must be received by the Graduate Admissions Office by October 15th to allow ample time for review prior to the mid-November application deadline. The Department Chair may determine prerequisite course equivalencies and grant waivers for time limitations without full admission committee involvement. Other waiver requests may require a committee vote. Waiver of GPA and course grade minimum requirements will not be considered. The Department Chair or the Admissions Committee Chair notifies the applicant and the Graduate Admissions Counselor of waiver decisions in writing.

Minimum Eligibility for Admission

All applicants to the OT Program at The College of St. Scholastica must meet the following minimum eligibility criteria in order for their application to be considered:

- obtain a B.A./B.S. degree from a regionally accredited institution (No specific baccalaureate major is required.);
- cumulative OR most recent 64 credit GPA of 3.0. The College will consider whichever is higher: cumulative GPA or most recent 64 credit GPA as calculated by OTCAS;
- prerequisite GPA of 3.0. The prerequisite GPA is calculated separately using the highest grade received in required prerequisite courses.;
- complete all prerequisites with a grade of 2.0 or better and within 10 years of application;
- submit GRE scores obtained within the 5 years prior to application and sent to the St. Scholastica OTCAS code of 1995;
- submit three letters of recommendation; and
- complete a minimum of 40 hours of observation with an occupational therapist.

Note: meeting minimum entrance requirements does not guarantee admission. Exceptions to minimum criteria may be made at the discretion of the admissions committee. Interviews are not typically part of the admission process for the OT Program.

Scoring of Admission Criteria

Applications that meet the above minimum eligibility criteria will be reviewed and scored by members of the admissions committee using a rubric. Applicants are ranked based on both quantitative and qualitative criteria. Quantitative measures include GRE scores (analytic writing, quantitative reasoning, verbal reasoning) and computed GPA for all undergraduate work and prerequisite coursework. Qualitative aspects of the application are scored by members of the admissions committee. Areas that receive scoring include:
letters of recommendation: provide three recommendation letters. It is suggested 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.

observation hours: all applicants must have a minimum of 40 observation hours (additional points are awarded for greater than 40 hours). Applicants should consider the following when planning observations: observe various practice settings with distinctly different client populations (e.g., pediatrics and adult rehabilitation); all observations must be completed within two years before applying; all observations must be in a setting that offers the student the opportunity to shadow a registered/licensed occupational therapist;

previous experiences: applicants should provide details about their work history, community service, honors/recognitions, leadership, teaching, and participation in research activities, as these are awarded additional points; and

personal essays: essays that follow the prompts with clear expression of ideas, good organization, and absence of writing errors are awarded additional points.

Application Procedure Using OTCAS

All applicants 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 for more information. The OT Program will consider only those applicants who submit a completed application through OTCAS. The following information is required:

- official transcripts of baccalaureate and graduate coursework. Minimum cumulative OR most recent 64 credit GPA of 3.0. The College will consider whichever is higher: cumulative GPA or most recent 64 credit GPA, as calculated by OTCAS AND Prerequisite GPA of 3.0. The prerequisite GPA is calculated separately using the highest grade received in required prerequisite courses;
- official score from the current GRE general test (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;
- three letters of recommendation;
- record of observation hours;
- personal essay;
- record of accomplishments, work history, and service; and
- 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

The application deadline for the OT Program is mid-November. The initial acceptance pool consists of 36 students.

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

Requirements to Graduate

Students are expected to:

- successfully complete didactic course requirements;
- take all courses in sequence; if a student fails a course, he or she must retake that course when it is next available which may require the student to stop out of the OT Program resulting in a delay of graduation;
- maintain a cumulative and semester GPA of 3.0 while in the OT Program;
- successfully complete the Level I and II Fieldwork experiences. All Level II Fieldwork experiences must be completed within 24 months of completion of academic coursework; and
- complete the required number of credits of the OT curriculum.

Additional Requirements of the OT 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 "Health Care 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). All students must complete a Minnesota background study and do fingerprints at the beginning of the OT Program. A background study in student's home state, if other than Minnesota, is also required. The background studies must be completed and returned with a "clear" status before the student may participate in clinical fieldwork; and
- a federal criminal background study. Students will be notified on how to submit the appropriate forms. The cost is paid through course fees.

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

Fees and Expenses

In addition to St. Scholastica's student services, technology and health services fees, program fees of $300 are assessed four (4) times throughout the
program for course materials and other expenses. Students can anticipate total charges of $1,200 for course fees and approximately $2,000 for textbooks and resources, during the course of the 2-1/2 year OT 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. Fees are subject to change.

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

**M.S. in OT Program Curriculum**

We aim to give students a solid foundation for implementing the occupational therapy process so they are prepared to enter a variety of practice settings. The scope of the occupational therapy curriculum is intentionally broad in order to prepare students to work with diverse client populations across the lifespan in a wide range of environments. Moreover, the curriculum is designed to familiarize students to traditional practice areas including: children and youth; health and wellness; mental health; productive aging; rehabilitation and disability; and work and industry. Emerging areas of practice introduced include low vision, driving, transitions for older youths, depression in mental health, and new technology for rehabilitation. The courses offer depth of content that progresses from understanding of fundamental facts and concepts to application in dynamic clinic scenarios fieldwork experiences. The curriculum is designed to prepare students by providing the depth of knowledge and skill to be competent entry-level practitioners.

The courses in the Occupational Therapy program's curriculum are sequenced in a way that allows for integration of course content with experiential application in each semester. Each Level I fieldwork is integrated with content in courses that are occurring simultaneously and allow for application of learned information and the progression of knowledge translation, skill development, and independent clinical thinking. With the exception of summer sessions, semesters have been divided into session I and session II to allow students to focus on fewer courses at one time allowing for reflection about the complexities of clinical practice. Please see the [curriculum schema](#) for specific courses and when they appear in the curriculum.

**M.S. in OT Program Student Learning Outcomes**

The College of St. Scholastica Occupational Therapy graduates will:

1. utilize occupation-based practice to enhance client performance and participation throughout the occupational therapy process
   - design evaluation and intervention strategies for clients that are occupation-based to maximize meaningful occupational outcomes,
   - develop intentional relationships with clients,
   - appraise physical, personal, temporal, virtual, situational, cultural and social contexts and environments that affect occupational performance,
   - support and implement client-centered strategies that promote collaboration with clients, caregivers, and other professionals in the delivery of occupational therapy services.

2. value the contribution of scholarly inquiry to the profession of occupational therapy
   - synthesize information from best research evidence, clinical experience, client choices, and expert consensus to make clinical decisions in collaboration with the client,
   - interpret, synthesize and apply information from a wide range of sources to contribute to and inform professional practice.

3. demonstrate professionalism during interactions with clients, communities, and professionals
   - advocate for the profession, community, and client by demonstrating inclusive excellence and leadership skills throughout clinical experiences and inter-professional interactions,
   - utilize ethical principles as a guide during clinical situations and inter-professional interactions,
   - develop and sustain professional and therapeutic relationships through effective verbal, non-verbal and written communication skills,
   - justify the concepts and opinions of the profession of occupational therapy while seeking to understand the perspectives of others.

4. use various forms of clinical reasoning (such as diagnostic, narrative, procedural, pragmatic, interactive and conditional, and ethical) throughout the occupational therapy process
   - integrate learned knowledge with active problem solving to reflect subjective and contextualized knowledge when making decisions,
   - explain how a practitioner's skills and personal life situations can influence decision making,
   - apply an ethical decision making framework to practice situations,
   - understand the meaning of role interruption and change from a client's perspective.

**Courses**

**OTH 6101 - Occupational Performance I: Movement Capacities and Abilities - 4 cr.**

Application of the occupational therapy perspective on human movement. Focus on functional performance including analysis of static and dynamic forces,
anatomical mechanics and kinematics including performance qualities specific to the context and environment. Application of these concepts for use in occupational therapy assessment and intervention is addressed. Emphasis is on determining patterns of dysfunction and facilitating optimum performance during task directed activity within life role contexts.

**OTH 6105 - Anatomy for Occupational Performance - 4 cr.**
An advanced musculoskeletal anatomy course that emphasizes the functional relationships between musculature, nervous tissue, vascular components, and the skeletal system of the extremities and trunk. A cadaver dissection laboratory enhances understanding of anatomical relationships within body regions that contribute to successful physical task performance. Unique perspective is provided towards understanding the material in terms of occupational performance addressed in occupational therapy.

**OTH 6200 - Basic Tenents of Occupational Therapy - 4 cr.**
Explores the three basic tenets of occupational therapy through the profession, the practice, and the practitioner. The profession and practice of occupational therapy is analyzed through the Occupational Therapy Practice Framework and theoretical models of occupation. The professional roles and ethical responsibilities of the practitioner are studied.

**OTH 6220 - Assessment of Occupational Performance I - 4 cr.**
Intended to ground students in the occupational therapy process of selecting and administering clinical measurement tools used to guide evaluation and assessment a client’s occupational performance. Students will learn to use a client-centered approach to clinical assessment including the use of: formal and informal interviewing techniques and skilled observation of occupational performance skills and patterns. Prerequisites: successful completion of clinical conditions competency exam; OTH 6101 Occupational Performance I: Movement Capacities and Abilities; OTH 6105 Functional Anatomy

**Prerequisite Course:** OTH 6101

**OTH 6233 - Evidence Based Occupational Therapy I - 2 cr.**
Provides an understanding of and appreciation for the concept of evidence-based practice. Develops fundamental scientific inquiry skills related to gathering, reading, understanding, and critically appraising the rehabilitation research literature in order to become evidence-based occupational therapists. Emphasizes appreciating the value of life-long learning as future occupational therapists as well as developing the skills to carry this out in challenging and changing clinical environments.

**Prerequisite Courses:** OTH 6310, OTH 6350

**OTH 6240 - Occupational Performance II: Integrated Capacities and Abilities - 4 cr.**
The analysis of occupational performance is done from an understanding of how performance capacity and abilities integrate to result in activity completion. The relationship between these capacities and abilities and occupational performance will be explored by understanding how capacities and abilities manifest in task performance. Beginning level skills for facilitating occupational performance through interventions of occupation and preparatory methods will be developed. Prerequisites: successful completion of OT Conditions competency exam and courses OTH 6105 Functional Anatomy, OTH 6101 Occupational Performance I: Movement Capacities and Abilities, OTH 6210 Basic Tenets of OT, and OTH 6220 Assessment of Occupational Performance I.

**Prerequisite Course:** OTH 6105

**OTH 6250 - Experiential I: Level I Fieldwork - Reflection and Integration - 2 cr.**
Provides students with opportunities to build beginning-level professional skills through exposure to different clinical settings and client populations. Students will practice careful observation, clear communication, therapeutic use of self, and task analysis through scheduled visits to community settings. Students begin their professional development as a generalist by completing assignments in the community guided by faculty led discussion and self-reflection of these experiences. Students are challenged to expand their current understanding of human occupational performance and gain insight to working with diverse client populations. Prerequisites: Successful completion of OTH 6105 Functional Anatomy and OTH 6101 Occupational Performance I: Movement Capacities and Abilities.

**Prerequisite Courses:** OTH 6101, OTH 6105

**OTH 6310 - Optimizing Occupational Performance - 4 cr.**
Broadens understanding of occupation-based practice to include core components of intervention selection including: application of a model or a frame of reference; analysis of the activity, the client and the environment; and effectively matching client capacities and the challenge of the task through gradation and adaptation of meaningful occupations. Therapeutic mechanisms of behavior management, building rapport and client learning are emphasized. Prerequisites. Successful completion of all previous coursework.

**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 6334 - Evidence-based Occupational Therapy II - 2 cr.**
Designed to help occupational therapy students apply their knowledge about evidence-based practice to clinical experiences and the development of new evidence in occupational therapy. Builds on basic concepts of evidence-based practice by examining more advanced quantitative and qualitative data analysis techniques for application to both clinical and research experiences.

**Prerequisite Course:** OTH 6233

**OTH 6335 - Occupational Performance III: Well Being and Care of Self - 4 cr.**
Explores life roles of individuals and the contexts and environments in which they engage in those life roles. The activities of daily living and some instrumental activities of daily living central to the care of self will be analyzed with development of intervention strategies for various populations. Further, an individuals' sense of accomplishment and enjoyment through self-enhancement occupations of play and leisure will be analyzed and intervention strategies will be developed. The performance patterns of individuals including activities, habits, and routines are analyzed throughout the occupational therapy process. Prerequisites. Successful completion of all previous coursework, specifically OTH 6101 Occupational Performance I: Movement Capacities and Abilities and OTH 6240 Occupational Performance II: Integrated Capacities and Abilities.

**Prerequisite Course:** OTH 6101

**OTH 6340 - Assessment of Occupational Performance II - 4 cr.**
Focus is on selection and administration of specific screening and assessment tools that include three main areas: abilities and capacities; roles and competence; and environmental factors affecting an individual's function and participation in a range of occupations and contexts. The use of evidence from the scientific literature, client values, and clinical reasoning will be emphasized in making decisions when selecting assessments for clients. The importance of developing and utilizing outcome measures that document the effectiveness of OT services is also emphasized. Prerequisites. OTH 6240 Assessment of Occupational Performance I; successful completion of all previous coursework.

**Prerequisite Course:** OTH 6240

**OTH 6350 - Experiential II: Level I Fieldwork - Basic Clinical Experiences - 4 cr.**
A clinical Level I fieldwork experience intended to integrate occupational therapy theory into practice. Hands-on learning experiences occur within the occupational therapy process, while providing client-centered care in a supervised and mentor-based setting. Prerequisites: Successful completion of all previous OTH coursework.

**OTH 6410 - Experiential III: Level I Fieldwork - 2 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. This 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 6433 - Evidence-Based Occupational Therapy III - 2 cr.**
Designed to expand ability to consume scientific evidence and contribute to the body of knowledge in occupational therapy. Develops searching, appraisal, and scholarly writing skills by completing a thorough review of the literature in order to justify and clarify the purpose of the project idea developed in Evidence-Based Occupational Therapy II (OTH 6334). Addresses ethics of research including Institutional Review Board application. Research proposal writing of a methods section sets the stage for data collection in subsequent Evidence-Based Occupational Therapy IV (OTH 6533).

**Prerequisite Courses:** OTH 6233, OTH 6333

**OTH 6510 - Occupational Performance IV: Home and Environment Management - 4 cr.**
Home and environment management includes focus on creating interventions to address life skills related to community mobility including driving rehabilitation, management of areas for medication, communication, finance, home, safety, and health, care of others, and shopping. Interventions to address social participation as a self-enhancement area of occupation with community, peer, and family will be developed. Designing group process for client learning to address social participation and areas of home and environment management will be included followed by implementation of those group
processes. Opportunities to evaluate various practice settings to determine influences and considerations in occupational therapy process will occur.

**Prerequisite Courses:** OTH 6101, OTH 6240, OTH 6335, OTH 6550

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**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 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.

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**OTH 6523 - Neurorehab 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.

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**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.

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**OTH 6525 - Pediatric OT - 6 cr.**
Presents 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.

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**OTH 6526 - Level I Fieldwork-Pediatric C1 - 2 cr.**
A clinical Level I fieldwork experience intended to integrate occupational therapy theory into practice. Hands-on learning experiences occur within the occupational therapy process, while providing client-centered care in a supervised and mentor-based setting. This fieldwork experience will focus on the psychological and social factors that influence a child’s engagement in occupations.

**Prerequisite Course:** OTH 6525

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**OTH 6533 - Evidence-Based Occupational Therapy IV - 2 cr.**
Facilitates the student’s progress toward contributing to the body of knowledge in occupational therapy. Students will build on work completed in EBOT III (OTH 6433) by collecting data and performing the appropriate statistical analyses needed to answer their research questions. Students will summarize their findings narratively and graphically into a results section.

**Prerequisite Courses:** OTH 6233, OTH 6333, OTH 6433

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**OTH 6534 - Transformative Engagement in Occupational Therapy - 4 cr.**
Through the transformative engagement process, students will integrate prior learning with personal reflection and current theories related to concepts of supervision, management and leadership. Application of leadership and management theory, professional ethics and behaviors and the importance of professional relationships is facilitated through clinically-based scenarios. Students evaluate administrative structure and service delivery within health facilities, organizations and agencies with respect to occupational therapy’s role. Students will create and evaluate a set of outcomes related to evidence-based practice, documentation, peer review, reimbursement, service provision and organizational change.

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**OTH 6540 - OTH Level I Field Clinical Exp - 2 cr.**
This course is an elective experiential OT fieldwork course that may be taken subsequent to OTH 6410 and will occur in one of a variety of settings including but not limited to acute care, inpatient, transitional care, out-patient, skilled nursing, assisted living, mental health, ergonomics, camp, etc. and will occur in the curriculum during the summer session at the beginning of year two. The vast areas of practice offered by this course will afford a variety of opportunities.
for students to work with a multitude of clients from birth to elder care depending on their specific fieldwork request and/or placement. Students will closely work with individuals of all abilities and deliver occupational therapy services to all people regardless of any particular categorization of diversity, ethnicity, age, faith, gender, nationality, culture, socio-economic status, race, political affiliation, and/or sexual orientation. The premise of this course is to enhance student learning and enrichment by providing an experience in a setting that provides services to all people in need.

Prerequisite Course: OTH 6410

- OTH 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.

- OTH 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.

- OTH 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.

- OTH 6550 - Experiential IV: Level I Fieldwork Intermediate Clinical Experiences - 4 cr.
Integrates occupational therapy into practice through a mentored clinical setting. Designed to provide application of clinical knowledge and skills, professional behaviors and relationships, clinical reasoning, and ethical decision making. Hands-on learning experiences of the occupational therapy process and providing client-centered care in a supervised setting.

- OTH 6554 - 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.

- OTH 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.**
Prepares the theoretical aspects and hands-on practical application of a number of physical agent modalities (PAMs) such as superficial agents, ultrasound and electrotherapy

**OTH 6633 - Evidence-Based Occupational Therapy V - 2 cr.**
Builds on work completed in Evidence-Based Occupational Therapy IV (OTH 6533) by writing a formal discussion section that explains and interprets research findings and places the main findings within the context of previous research. Discusses options for disseminating research results and implications of findings.

**Prerequisite Courses:** OTH 6233, OTH 6333, OTH 6433, OTH 6533

**OTH 6722 - Level II Fieldwork A - 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. Two Level II fieldwork Affiliations are required for a minimum 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 Level II 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.

**Prerequisite Courses:** OTH 6101, OTH 6240, OTH 6335, OTH 6510

**OTH 6735 - Occupational Performance V: Skill Advancement - 4 cr.**
Self-advancement occupations of education and work are fully explored along with advanced practice settings including hand therapy, work/industry, neonatal intensive care unit, education, emerging practice, and non-traditional areas of practice. Alternative healing practices and advanced skill areas will be the focus of interventions.

**Prerequisite Courses:** OTH 6101, OTH 6240, OTH 6335, OTH 6510

**OTH 6750 - Advanced Clinical Reasoning - 1 cr.**
Capstone course designed to integrate theory, knowledge of pathologies and intervention strategies with an understanding of human performance and adaptation. The course focuses on students’ 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 global health care including public policy, access to service, at-risk populations and advocacy are addressed. Personal reflection of transformative engagement through leadership, management and professional development are emphasized.
Prerequisite Course: OTH 6722

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

OTH 6822 - Level II Fieldwork B - 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. Two Level II fieldwork Affiliations are required for a minimum 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 Level II 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. 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”.

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.

Transitional Doctor of Physical Therapy Program

Designed for the working clinician, the CSS tDPT program is a distance learning education program developed to advance knowledge in content area added to the entry-level DPT program, which may not have been addressed in bachelor's or master's degree curricula. The courses are designed for and delivered online with the ability to interact with faculty and other learners. Focus is on the gaining of theoretical knowledge to advance one's practice, the profession, and interaction with other professionals.

Outcomes

Specific content outcomes for the IDPT program were developed to fill the gap in knowledge base between entry-level bachelor's and master's degree programs and the entry-level doctor of physical therapy program. The CSS IDPT content outcomes are to:

• Analyze current health legislative policies and their impact on professional practice
• Critically and effectively evaluate and synthesize research leading to integration of evidence based practice in practice
• Demonstrate critical thinking, problem solving and leadership skills required of autonomous practitioners
• Demonstrate a commitment to the physical therapy profession including but not limited to life-long learning, advocacy for the profession and interprofessional collaboration
• Integrate critical thinking and differential screening skills to improve comprehensive management of patients and clients
• Synthesize acquired skills for professional advancement

Application requirements

• Free online application form
• One recommendation from a PT/Physio
• Essay
• Resume/CV
• Copy of PT license to practice (where applicable)
• Copy of credential evaluation if foreign trained
• If English is not the primary language, proficiency exams are required.

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
Transitional Doctor of Physical Therapy Bridge Program

General Information

Designed for the working clinician, the CSS tDPT program is a distance learning education program developed to advance knowledge in the content area added to today's entry-level DPT program, which may not have been addressed in bachelor's or master's degree curricula. The courses are designed for and delivered online with the ability to interact with faculty and other learners through an on-line management system. Focus is on the gaining of theoretical knowledge to advance one's practice, the profession, and interaction with other professionals.

Doctor of Physical Therapy

Mission Statement

We advance clinical practice, develop leaders and scholars, and provide service through an inclusive and compassionate approach that is guided by evidence and shaped by the values of the College and the Physical Therapy 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 of Physical Therapy (DPT) at The College of Saint Scholastica (CSS) is a three-year graduate school professional program. A bachelor's degree and a core set of pre-requisite coursework is required for admission to the DPT program. Pre-requisite courses in the humanities and the behavioral, natural, and biological sciences provide a foundation for mastering the movement system that is integral to the practice of physical therapy. Students with these pre-requisite courses in addition to a well-rounded undergraduate education that develops the aptitudes needed to recognize and appreciate the diversity of individuals, communities, and cultures tend to be successful in the DPT program.

The DPT curriculum totals 108 graduate school credits taken continuously across 33 months. The full-time and on-site day program develops the intellectual, affective, and psychomotor skills needed to enter physical therapy practice. The design of the CSS DPT curriculum is based on the five main components of professional physical therapy practice:

I. Foundational Sciences. Coursework on the basic science content that develops the foundational principles of movement science. Courses include functional anatomy, neuroscience, motor development, biomechanics, pathology, pharmacology, and diagnostic imaging.

II. Tests and Measures. These courses develop the theory and skills associated with the examination and evaluation of the musculoskeletal, neuromuscular, cardiopulmonary, and integumentary systems. Screening for pathologies associated with all systems are included in these courses. Clinical tests and measures that evaluate wellness and normal function are taught first, followed by those that assess movement dysfunction across systems and the life span. Critical inquiry and evidence-based practice are integrated into the learning and application of these clinical examination skills.

III. Interventions. Intervention courses teach students the treatments used by physical therapists to maximize movement and function. Students learn the key physical agents, exercises, and handling techniques, as well as the optimal strategies for educating and motivating patients to become independent. Evidence-based practice constructs related to intervention are included in this course series.

IV. Professional and Social Responsibility. This coursework focuses on the socialization and professional enculturation required for physical therapists to function optimally in health care. Topics include professional behaviors, ethics, teamwork, communication, documentation, professional development, and health care delivery.

V. Patient Management. These courses expect students to integrate knowledge acquired in the first four components while working with patients. Students receive mentored treatment planning and execution in our on-site community clinic, while integrated and terminal clinical internships allow off-site mentored training.

Program faculty use a variety of methods and experiences to teach physical therapy students the necessary knowledge, skills and behaviors needed for entry-level practice. In addition to lecture, courses will include case-based and problem-based methods, flipped classrooms, role-playing, patient simulation,
and active learning techniques. As students' progress through the program, they are increasingly responsible for independent learning and expected to assume responsibility for the development of their professional actions and behaviors. Graduates of the program are prepared to work autonomously in any practice setting.

The CSS DPT program is committed to operating all aspects of our professional program under the conjoined value systems of the Benedictine Heritage of our College and those 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, collaboration, and welcoming diversity;
- Hospitality is noted through the professional values of warmth and openness; and,
- Stewardship is demonstrated by using scientific inquiry to maximize outcomes and efficiency.

Faculty and staff are dedicated to creating a collegial environment for learning and work. When needed, students are afforded generous access to faculty time to maximize their learning or grow as professionals.

**Admission Requirements**

Acceptance into the physical therapy program is highly competitive and limited to 48 students each year. Application to the program is managed through the Physical Therapy Centralized Application System (PTCAS). The PTCAS CSS DPT program page contains the current application and admissions information. (www.ptcas.org) Applicants must have an earned bachelor's degree and complete all pre-requisite coursework prior to enrolling in the program. A PT program admission committee makes admission decisions based on a review of the PTCAS application. CSS graduates who meet the requirements for admission are given priority review by the committee.

**Pre-Requisites for Admission**

Pre-requisite courses for the DPT program are based on the Standard Prerequisite Courses for Admission in Entry-Level Physical Therapist Education approved by the American Council of Academic Physical Therapy (ACAPT). All pre-requisite course must be completed at an institution of higher learning. Advanced placement or college credit courses taken in high school do not meet the criteria for pre-requisite courses. Pre-requisite courses include the following:

**Chemistry**

A full year and sequence of chemistry with laboratories is required for admission into the DPT program to prepare students for content related to physiology, pathology, and tissue properties. A lower division sequence (1000 or 2000 level) is sufficient for admission. CSS course sequence: CHM 1110 and 1120, General Chemistry I & II (4 credits each).

**Anatomy and Physiology**

A full year and sequence of human or vertebrate anatomy and physiology are required. A laboratory component, preferably one that includes a human cadaver dissection or prosection, is required. CSS course sequence: BIO 2510 and 2520, Human Anatomy and Physiology I & II (4 credits each).

**Physics**

A full year and sequence of physics with laboratory is required for admission to prepare students for content related to biomechanics, therapeutic exercise, and physical agents such as light, sound, and electricity. Lower level physics sequences are acceptable for admission, but introductory or sequence courses are not. CSS course sequence: PSC 2001 and 2002, Physics I & II (4 credits each).

**Statistics**

One course in college-level statistics is required to prepare students for interpreting research and integrating evidence into practice. Courses that emphasize application and the relationships between research design and statistical analysis are recommended. 2000 level courses from mathematics or economics are acceptable but courses from psychology preferred. CSS course: PSY 3331, Statistics (4 credits).

**Developmental Psychology**

Either one course or a course series that covers human development across the lifespan is required. Content should address human psychological development from birth to death. A psychology-based course is preferred. General psychology does not meet this requirement. CSS course: PSY 2208, Lifespan Developmental Psychology (4 credits).

**Abnormal Psychology**

One course on the theories and concepts related to variations from normal developmental psychology is required. CSS course: PSY 3423, Abnormal Psychology (4 credits).

**Medical Terminology**

One course in medical terminology is required for admission. CSS course: HSC 2209, Medical Terminology (2 credits).
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 PT Department Chair of their request.

**Essential Functions**

Critical thinking, problem-solving capabilities, sound judgment, emotional stability and maturity, and ability to learn and function in a wide variety of didactic and clinical settings, are required so that students are prepared 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 empathy, integrity, flexibility, responsibility and effective stress management.

**Critical Demands**

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

**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 a 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

**Student Handbook**

Each year, the physical therapy department publishes a student handbook containing program policies, procedures, and general information. Students should use the handbook as a primary resource for information about the program. If necessary, changes to the handbook may be made during the year and students will be informed of these changes.

**Clinical Internships**

Students must complete one full-time clinical experience and three full-time 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 the type of setting or experience. 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.
Students in the program are required to complete a physical examination and a criminal background check annually. Sites may require additional health requirements and background checks where the cost would be the responsibility of the student.

**Fees and Expenses**

Students are charged fees for any course with a laboratory component to help pay for equipment and supplies associated with these courses. Students in the first year can expect to pay approximately $850 in fees, while students in the second and third years pay approximately $350 combined across both years. Required textbooks are expected to cost students approximately $1600 over the life of the program. Students also pay a graduate student fee each semester. Any expenses associated with clinical internships, such as travel and lodging, are the students’ responsibility. Travel and housing needs associated with internships are arranged by the student.

**Licensure and Registration**

Graduates must pass a standardized national licensure examination in order to practice physical therapy in the United States. Requirements and documentation needed to apply for and take the examination vary by state. The examination and state licensure process are not part of the DPT education program, however, successful completion of the program is required to take the examination.

**Courses**

**PTH 6101 - Professional Development 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 I - 2 cr.**
First in a two-course series focusing on the profession of and professionalism in physical therapy. Socialization into the profession is examined from program, state, and national perspectives. Development of professional responsibility, ethical practice, interprofessional competency, and cultural fluency are introduced

**Crosslist Course: PTH 5405**

**PTH 6410 - PT Administration I - 2 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.

**PTH 6481 - Critical Inquiry I - 2 cr.**
Teaches physical therapy graduate students how to apply the principles of Evidence-Based Practice. Students will develop clinical questions using the PICO framework, locate appropriate literature, and interpret articles about diagnosis, prognosis, and intervention in physical therapy. Topics include PICO questions, literature searches, critically appraised topics (CATS), levels of evidence, study design, psychometric properties of tests, predictive statistics, parametric and non-parametric statistics, internal and external validity, Systematic Reviews and Meta-Analysis.

**PTH 6482 - Critical Inquiry II - 1 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.

**Prerequisite Course: PTH 6481**

**PTH 6505 - Biomechanics - 3 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**

**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

**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

**PTH 6513 - Lifespan Motor Development - 2 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.

**PTH 6517 - Systems Screening and Management - 3 cr.**
Introduces differential screening techniques used by physical therapists as applied to medical diagnoses commonly treated by physical therapists. Discusses principles of diagnostic imaging, laboratory testing, pharmacology, and their application in physical therapy. Includes medical management of selected pathologies.

**PTH 6520 - PT Examination and Evaluation 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.

**PTH 6521 - PT Examination and Evaluation I - 4 cr.**
Second course in the sequence in 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 in a two-course series designed to develop skilled application of interventions in the physical therapy management of patients. Students will learn proper patient positioning, draping, and body mechanics principles; the theory and application of soft tissue mobilization techniques and select biophysical agents; and basic functional mobility intervention skills. The integration of current evidence, clinical decision-making, and individual patient characteristics into intervention selection, instruction, and progression is emphasized.

**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 to Injury and Exercise - 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 Management 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 6999 - Independent Study - 1-8 cr.**
Independent Study in Physical Therapy.

**PTH 7101 - Professional Engagement - 1 cr.**
Focuses on the program’s philosophy of professional behavior development as an essential component of academic and clinical success. Students will be introduced to and explore topics relevant to professional engagement and development with the intent of deepening their commitment to positive behaviors that will span their professional careers.

**PTH 7103 - Professional Development 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.

**Prerequisite Course:** PTH 7102

**Crosslist Course:** PTH 6103

**PTH 7411 - Physical Therapy Administration II - 3 cr.**
Second of a two course series related to administering and managing physical therapy services. Students will investigate topics related to organizational design, human resource management, strategic planning, marketing, and advocacy for patients/clients and the profession; and will advance application of outcomes assessment, risk management, and application of legal and ethical issues related to service provision.

**PTH 7481 - Critical Inquiry II - 1 cr.**
Advances application of evidence based practice in physical therapy and related disciplines. Focus is on furthering and applying knowledge of statistics and research methodology in the areas of intervention, diagnostic accuracy, systematic reviews and outcome measures. Introduction of the use of clinical prediction rules and clinical practice guidelines will be implemented.

**PTH 7482 - Critical Inquiry III - 1 cr.**
Culminates in the application of Evidence-Based Practice skills to a clinical scenario. Students will integrate information from the previous two courses in the series to develop a clinical guideline for a case-based problem as would be seen in practice. Students will also learn about ethical guidelines when conducting research and the norms for properly citing rehabilitation literature.

**Crosslist Course:** PTH 6482

**PTH 7483 - Professional Project I - 1 cr.**
Design and organization of research that will assist answering basic or applied research questions. Focus will be on research design and preparation for the final research project in Professional Project II. Students are led by an expert faculty member in a designated research area.

**PTH 7484 - Professional Project II - 2 cr.**
Critical review and interpretation of peer-reviewed literature in a focused topic area directed by a Physical Therapy faculty member. May also include the practical application of research methods for answering a question developed under faculty guidance.

**PTH 7518 - Systems Screening and Management 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 Evaluation and Management - 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 Evaluation and Management 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 Evaluation and Management 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 Evaluation and Management - 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 Evaluation and Management - 2 cr.**
Introduces the management and assessment of clients with integumentary disorders. Factors affecting wound repair will be presented. Tests and measures to assess skin integrity and tools for managing skin disorders will be discussed.

**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 - Lifespan Applications 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.**
Analyzes the impact of a number of psychosocial factors that affect patient-practitioner relationships. Topics include communication, cultural and ethnic issues affecting interactions, perspectives on health/wellness, response to impairments and disabilities, sexuality, substance abuse, violence to self and others, and spirituality. Through in class activities and assignments, students will be able to express their viewpoints and relate how these topics affect their professional development.

**PTH 7615 - Imaging for Physical Therapists - 2 cr.**
Examines diagnostic imaging principles and various techniques. Emphasis on a systematic approach to identify normal and pathological anatomy. Evidence informed clinical reasoning to guide imaging selection, utilization, referral/consultation, and patient/healthcare provider interactions.

**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 Management 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 - Patient/Client Management III - 2 cr.**
Continued application of the patient/client management model. Integrated clinical experiences with pro bono service promote development of professional behaviors and clinical decision making. Integration of all coursework is demonstrated through the creation and progression of plans of care. Further development of interprofessional competency, clinical teaching, self and peer assessment skills is emphasized.

**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 consultation and referral.

Crosslist Course: PTH 7725

**PTH 8735 - Professional Integration - 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 8951 - Clinical Internship II - 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 III - 6 cr.**
Provides for further development, manipulation, and utilization of knowledge and skills, and for continued professionalization. This internship may occur in a variety of settings with students required to complete an inpatient, outpatient and rural setting internship within the program. By the end of this internship the student is expected, under the direct supervision of a clinical instructor, to be demonstrating entry level skill for most areas of patient management within the assigned setting.
**Master of Science In Physician Assistant Studies**

**Description**

The mission of the Master of Science in Physician Assistant Studies program is to educate physician assistant students within a comprehensive, interprofessional and innovative curriculum to provide high-quality care across the lifespan and meet the healthcare needs of our region. The PA program is a 24-month full-time program, consisting of 107 credits, held in Duluth at the Health Science Center.

**Accreditation**

The ARC-PA has granted Accreditation - Provisional status to The College of St. Scholastica Physician Assistant Program sponsored by The College of St. Scholastica.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

**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."
   - Organic Chemistry I and II
   - Biochemistry
   - Anatomy and Physiology I and II
   - Microbiology
   - Lifespan Development Psychology
   - Medical Terminology
   - Statistics
4. 750 hours of paid direct patient/client work experience (HCE) is strongly encouraged. 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 healthcare 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: 144
- Verbal: 146

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

**Curriculum**

The first twelve months of the program include the following didactic courses:

- Functional Anatomy I, II -- PAS 6700, PAS 6710
- Clinical Skills I, II, III -- PAS 6000, PAS 6010, PAS 6020
- Fundamentals of Medicine I, II, III -- PAS 6300, PAS 6310, PAS 6320
- Pharmacology I, II, III, -- PAS 6400, PAS 6410, PAS 6420
- History and Physical Exam I, II, III -- PAS 6100, PAS 6110, PAS 6120
- Problem Solving in Medicine I, II -- PAS 6600, PAS 6610
- PA Professional Issues I, II, III -- PAS 6200, PAS 6210, PAS 6220
- Clinical Medicine I, II, III -- PAS 6500, PAS 6510, PAS 6520
- Research Design and Evidenced Based Medicine -- PAS 6800
- Public Health and Healthcare Issues -- PAS 6900
- Topics in Interprofessional Collaborative Practice -- PAS 6777

**Clinical Experiences**

Twelve months of clinical rotations are required during the second year of the program. These experiences include:

- Primary Care Rotation I, II, III -- PAS 6970, PAS 6972, PAS 6974
- Women's Health Rotation -- PAS 6954
- Pediatrics Rotation -- PAS 6952
- General Surgery Rotation -- PAS 6958
- Emergency Medicine Rotation -- PAS 6950
- Inpatient Medicine Rotation -- PAS 6960
- Behavioral Health Rotation -- PAS 6956
- Neurology/Musculoskeletal Rotation -- PAS 6962
- Elective Rotation I, II -- PAS 6980, PAS 6982
- Capstone -- PAS 6990

**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 6000 - Clinical Skills I - 2 cr.**
Develops a functional understanding of the appropriate use and interpretation of clinical diagnostic testing, including laboratory studies and radiographic imaging. Provides instruction on performance of medical procedures commonly employed by the primary care physician assistant. The first in a three course series that lays the groundwork for further mastery of clinical skills, while building on learning from Fundamentals of Medicine I and maintaining a curricular thread with Functional Anatomy I, Pharmacology I and Physical Exam and Diagnosis I.

**PAS 6010 - Clinical Skills II - 2 cr.**
Continues to develop a functional understanding of the appropriate use and interpretation of clinical diagnostic testing, including laboratory studies and radiographic imaging. Provides instruction on performance of medical procedures commonly employed by the primary care physician assistant. This is the second in a three course series that also builds on learning from Fundamentals of Medicine II, while maintaining a curricular thread with Functional Anatomy II, Pharmacology II and Physical Exam and Diagnosis II.

**PAS 6020 - Clinical Skills III - 2 cr.**
Continues to develop a functional understanding of the appropriate use and interpretation of clinical diagnostic testing, including laboratory studies and
radiographic imaging. Provides instruction on performance of medical procedures commonly employed by the primary care physician assistant. This is the third in a three course series that also builds on learning from Fundamentals of Medicine III, while maintaining a curricular thread with Functional Anatomy III, Pharmacology III and Physical Exam and Diagnosis III.

PAS 6100 - History and Physical Exam I - 3 cr.
Introduces the concepts and techniques of medical interviewing, physical examination, and clinical documentation necessary for medical practice as a physician assistant. Includes methods of delivery for oral patient presentation, exposure to the electronic medical record format, and basic billing and coding constructs. The course of study parallels the organ systems studied in Functional Anatomy I, Fundamentals of Medicine I, Pharmacology I and Clinical Skills I; and will integrate the knowledge of the human body acquired in those courses.

PAS 6110 - History and Physical Exam II - 3 cr.
Develops the concepts and techniques of medical interviewing, physical examination, and clinical documentation necessary for medical practice as a physician assistant. Expands upon methods of delivery for oral presentation and patient education, and provides continued experiences in electronic medical record utilization and basic billing and coding. The course of study parallels the organ systems studied in Functional Anatomy II, Fundamentals of Medicine II, Pharmacology II and Clinical Skills II; and will integrate the knowledge of the human body acquired in those courses.

PAS 6120 - History and Physical Exam III - 3 cr.
Further develops the concepts and techniques of medical interviewing, physical exam, diagnosis, and clinical documentation necessary for medical practice as a physician assistant. Refines methods of delivery for oral patient presentation and provides continued experiences in electronic medical record utilization and basic billing and coding. Culminates in the ability to perform a complete history and physical exam, as well as specialty exams, including pediatric, geriatric, pre-operative, and screening examinations. The course of study parallels the organ systems studied in Functional Anatomy II, Fundamentals of Medicine III, Pharmacology III and Clinical Skills III; and will integrate the knowledge of the human body acquired in those courses.

PAS 6200 - PA Professional Issues I - 0.5 cr.
Discusses the history and current role of the physician assistant profession. Focuses on practice management topics include licensing, credentialing, and maintenance of certification. Explores the US health care and reimbursement systems including medical practice in unique populations and settings.

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 - Fundamentals of Medicine I - 4 cr.
Develops the fundamentals essential to the diagnosis and management of common medical conditions seen by primary care physician assistants. This is the first in a three course series with information organized by organ system and presented in conjunction with corresponding areas of study in Functional Anatomy I, Pharmacology I, History and Physical Exam I and Clinical Skills I.

PAS 6310 - Fundamentals of Medicine II - 4 cr.
Continues to develop the fundamentals essential to the diagnosis and management of common medical conditions seen by primary care physician assistants. This is the second in a three course series with information organized by organ system and presented in conjunction with corresponding areas of study in Functional Anatomy III, Pharmacology III, History and Physical Exam III, and Clinical Skills III.

PAS 6320 - Fundamentals of Medicine III - 4 cr.
Continues to develop the fundamentals essential to the diagnosis and management of common medical conditions seen by primary care physician assistants. This is the third in a three course series with information organized by organ system and presented in conjunction with corresponding areas of study in Functional Anatomy III, Pharmacology III, History and Physical Exam III, and Clinical Skills III.

PAS 6400 - Pharmacology I - 4 cr.
Develops a foundation in the general principles of pharmacology (including pharmacokinetics, pharmacotherapy and pharmacodynamics) and application to patient care. Classes of pharmaceuticals will parallel the organ systems studied in Functional Anatomy, Fundamentals of Medicine and History and Physical Exam.
PAS 6410 - Pharmacology II - 4 cr.
Builds upon 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 Functional Anatomy, Fundamentals of Medicine and History and Physical Exam.

PAS 6420 - Pharmacology III - 4 cr.
Further develops knowledge of pharmacology principles (including pharmacokinetics, pharmacotherapy and pharmacodynamics) and their application to patient care. Classes of pharmaceuticals will parallel the organ systems studied in Fundamentals of Medicine and History and Physical Exam.

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 patient-centered problem solving, and in integrating knowledge to develop care decisions while respecting patient values, priorities and preferences. Utilizes case based learning.

PAS 6610 - Problem Solving in Medicine II - 1 cr.
Develops competencies in patient-centered problem solving, and in integrating knowledge to develop care decisions while respecting patient values, priorities and preferences. Utilizes case based learning.

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 6777 - Topics in Interprofessional Collaborative Practice - 1 cr.
Develops competencies in effective team roles in patient care, communication and collaboration among team members, engaging other health professionals in shared patient-centered care, and integrating knowledge and abilities of other health professionals to inform patient care while respecting patient values, priorities and preferences. Incorporates current topics and issues in health care as illustrated by collaboratively managed patient cases. Includes students and/or instructors of other healthcare disciplines and may have both face-to-face and asynchronous, online components.

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, population and public health, and community dimensions of medical practice. Additional topics
include patient safety and quality assurance.

PAS 6950 - Emergency Medicine Rotation - 4 cr.
Prepares physician assistant students to function in all aspects of care of emergency medicine patients. Students will become competent in 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. The rotation is 4 weeks long, schedule is dependent on that of the preceptor.

PAS 6952 - Pediatric Medicine Rotation - 4 cr.
Prepares physician assistant students to provide high quality care for children and adolescents. Students will become competent in the evaluation and management of 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 the pediatric patient and his/her parent(s) or guardian(s). Requires direct supervision by clinical preceptor. The rotation is 4 weeks long, schedule is dependent on that of the preceptor.

PAS 6954 - Women's Health Rotation - 4 cr.
Prepares physician assistant students to provide high quality care for women, including gynecologic and obstetric care, in aspects essential in a primary care setting. Students will develop the ability to evaluate, manage, treat, and educate the female patient, including the areas of contraception, pregnancy, prenatal and postpartum care, and menopause. The student will utilize critical thinking, history taking and physical exam skills, and use diagnostic tests, as appropriate, in order to effectively create a plan of care for the female patient. The student will perform or assist in procedures utilized in women’s health. Students will communicate with women in a respectful and sensitive manner. Requires direct supervision by clinical instructors. The rotation is 4 weeks long, schedule is dependent on that of the preceptor.

PAS 6956 - Behavioral Medicine Rotation - 4 cr.
Focuses on the development of 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 students will develop an 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 is 4 weeks long, schedule is dependent on that of the preceptor.

PAS 6958 - General Surgery Rotation - 4 cr.
Prepares physician assistant students to function in all aspects of surgical medicine. Students are introduced to surgical disorders commonly encountered in various settings by the physician assistant. Students gain familiarity with preoperative and postoperative patient care, assisting in the operating room, performing exams and surgical procedures. Students develop medical, technical and interpersonal skills to provide care to surgical patients and communicate with patients, family members and other members of the health care team. Requires direct supervision by clinical instructors. The rotation is 4 weeks long, schedule is dependent on that of the preceptor.

PAS 6960 - Inpatient Medicine Rotation - 4 cr.
Focuses on the development of an evidence-based approach to the evaluation and care of hospitalized medical patients. Students will learn about the presentations and management of common medical conditions that are managed in the hospital and become skilled at educating patients about their medical problems. Students function in the role of a hospital-based physician assistant, are active members of the health care team and demonstrate interpersonal skills. Students perform or assist in procedures on the inpatient medicine service. Requires direct supervision by clinical instructors. The rotation is 4 weeks long, schedule is dependent on that of the preceptor.

PAS 6962 - Neurology/Musculoskeletal Rotation - 4 cr.
Focuses on the development of an evidence-based approach to the evaluation and care of patients with neurologic and/or musculoskeletal conditions. Students perform or assist in neurologic and musculoskeletal procedures and educate patients about their medical conditions. Students are active members of a health care team and demonstrate interpersonal skills. Requires direct supervision by clinical instructors. The rotation is 4 weeks long, schedule is dependent on that of the preceptor.

PAS 6970 - Primary Care Rotation I - 4 cr.
Focuses on the continued development and enhancement of history-taking, physical exam, diagnosis and treatment skills in primary care clinical settings. Prepares students to provide high quality care across the lifespan for patients of diverse age, gender, background and disease states. The first of a three-part rotation that includes interprofessional experiences and opportunities to demonstrate respect, compassion and integrity in more long term patient and professional relationships with opportunities to focus on continuity of care; community and population health and ongoing follow up. Direct supervision by clinical instructors is required. The rotation is 4 weeks long, schedule is dependent on that of the preceptor.
PAS 6972 - Primary Care Rotation II - 4 cr.
Focuses on the continued development and enhancement of history-taking, physical exam, diagnosis and treatment skills in primary care clinical settings. Prepares students to provide high quality care across the lifespan for patients of diverse age, gender, background and disease states. The second of a three-part rotation that includes interprofessional experiences and opportunities to demonstrate respect, compassion and integrity in more long term patient and professional relationships with opportunities to focus on continuity of care; community and population health and ongoing follow up. Direct supervision by clinical instructors is required. The rotation is 4 weeks long, schedule is dependent on that of the preceptor.

PAS 6974 - Primary Care Rotation III - 4 cr.
Focuses on the continued development and enhancement of history-taking, physical exam, diagnosis and treatment skills in primary care clinical settings. Prepares students to provide high quality care across the lifespan for patients of diverse age, gender, background and disease states. The third of a three-part rotation that includes interprofessional experiences and opportunities to demonstrate respect, compassion and integrity in more long term patient and professional relationships with opportunities to focus on continuity of care; community and population health and ongoing follow up. Direct supervision by clinical instructors is required. The rotation is 4 weeks long, schedule is dependent on that of the preceptor.

PAS 6980 - Elective Rotation I - 2 cr.
Focuses on the development of knowledge and skills in an area of medicine the physician assistant student wishes to further explore. Students and preceptors develop objectives specific to the elective specialty in addition to the general rotational objectives. Students will become familiar with the presentations and management of conditions encountered in the elective specialty, are active members of a health care team, and demonstrate interpersonal skills. Requires direct supervision by clinical instructors. The rotation is 2 weeks long, schedule is dependent on that of the preceptor.

PAS 6982 - Elective Rotation II - 2 cr.
Focuses on the development of knowledge and skills in an area of medicine the physician assistant student wishes to further explore. Students and preceptors develop objectives specific to the elective specialty in addition to the general rotational objectives. Students will become familiar with the presentations and management of conditions encountered in the elective specialty, are active members of a health care team, and demonstrate interpersonal skills. Requires direct supervision by clinical instructors. The rotation is 2 weeks long, schedule is dependent on that of the preceptor.

PAS 6990 - Capstone - 6 cr.
Provides the program with a final evaluation of readiness and eligibility of every student to graduate. The course occurs throughout the second year of the physician assistant curriculum. This assessment process encompasses multiple components including: Observed Standardized Clinical Examinations (OSCEs), a comprehensive summative examination, and the completion of a master’s project which includes a presentation. Prerequisites: Successful completion of the didactic year of the Physician Assistant Master’s Program

Master of Social Work

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 Sequence 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 your 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.

Requred 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.**
This course is designed to provide students with an understanding of public policy as it affects the social service delivery system in the United States. Issues covered in the course include income poverty, homelessness, discrimination, child welfare, mental health and health care. The purpose of the course is to challenge social work students to recognize and understand the relationship of social problems, social values (including Benedictine values), social institutions and social change to the ongoing practice of social work. The course is a required course by CSWE, the social work accrediting body.

**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. Teaching Method: The first of a four course practice sequence, the primary teaching approach in this course will be collaborative learning. Material in the course will be presented through on-campus and online tools, including discussions, readings, case studies, and individual assignments.
SWK 6102 - Foundations of Human Behavior in the Social Environment - 3 cr.
Focuses on empirically-based theories and conceptual approaches that serve social work practice and research with individuals and families in social systems. Ecological-systems theory and a lifespan developmental framework serve as a conceptual framework for understanding social work's person-in-environment, contextual approach to the reciprocal relationship between human behavior and the social environment. Content is drawn from empirically-based theories and knowledge that focus on the interactions between and among individual, family, small group, organizational, and community roles in human behavior as related to social work practice, including traditional and alternative theories.

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 6104 - Foundations of Group Practice - 3 cr.
Designed to provide students an understanding of how clinical social work practice applies to the context of group, organizational, and community systems. Students learn to facilitate groups, identify and address interrelated group dynamics, and apply major theoretical frameworks with culturally sensitive modifications to various types of treatment groups, such as trauma informed, gender sensitive groups.

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.
Prerequisite Course: SWK 6101

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 - 2 cr.
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 for clinical treatment planning. Students will become familiar with evidence-based practices, 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 - Advanced Policy & Community Mental Health - 3 cr.
Prepares students to critically engage community and policy practice within the area of mental health across the life-span. Building on foundational knowledge, the course examines advanced skills in the development, analysis, advocacy, and implementation of policy as it pertains to advanced practice with individual clients, families, groups, interdisciplinary teams, service providers, and community. Focus includes service delivery systems, technological advances, and ways of engaging and changing regulatory strategies. Consideration will be given to the effects of age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status on social welfare policy and community practice.

Prerequisite Courses: SWK 6100, SWK 6102

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.

Prerequisite Courses: SWK 6201, SWK 6202, SWK 6255

SWK 6404 - Advanced Practice with Groups - 3 cr.
Provides students an in-depth understanding of how clinical social work practice applies to the context of group, organizational, and community systems. Students learn to advanced clinical skills to facilitate treatment groups. Students will identify and address interrelated group dynamics, and apply major theoretical frameworks with culturally sensitive modifications to various types of treatment groups, such as trauma informed, gender sensitive groups.

Prerequisite Course: SWK 6104

SWK 6405 - Preparation for Field Practicum II - 2 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 6407 - Direct Practice III - 3 cr.
Further develops clinical social work skills. This course will enable students to expand on the skills of engagement, assessment, intervention, and termination. The course will enhance assessment and intervention theories and techniques. Students will strengthen skills in clinical case documentation, treatment planning, and applying clinical intervention theories with emphasis placed on active learning techniques. The course will enable students to work more effectively with clients in clinical field placement settings.

Prerequisite Courses: 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

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**SWK 6777 - Topics in Social Work - 0-16 cr.**
Topics in Social Work

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**SWK 6999 - SWK Independent Study - 0-6 cr.**
Description coming soon.
School of Nursing

Post Graduate Certificate Options

Program Overview

The Department of Graduate Nursing's Post-Graduate APRN Certificate program educates advanced practice nurses in an additional specialty area: adult gerontology primary care nurse practitioner (AGPCNP), family nurse practitioner (FNP), or psychiatric mental health nurse practitioner (PMHNP). The curriculum integrates nursing, science, concepts and theories from related disciplines, along with practice and research. The number of credits and time to complete the certificate are dependent on the specialty area. The AGPCNP certificate includes 26 credits with 675 direct supervised patient care hours over 4 semesters; FNP certificates include 25 credits with 675 direct supervised patient care hours over 4 semesters; PMHNP certificate includes 29 credits with 630 direct supervised patient care hours over 8 semesters. Each Certificate is offered in a hybrid format consisting of online courses and clinical courses supplemented with minimal on-campus meetings.

Interim Co-Chairs, Department of Graduate Nursing

Christopher P. Kemnitz, PhD, RN
Kristiana Holmes, MSN, APRN, FNP-BC

Interim Dean, School of Nursing
Sheryl Sandahl, DNP, APRN, CPNP, FNP-BC, MPH

For additional information on these certificate programs in an easy-to-read format, please read the following Gainful Employment Disclosure notices.

- Adult Gerontology Primary Care Nurse Practitioner
- Family Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner

Doctor of Nursing Practice (DNP) Degree

Mission:
The mission of the Department of Graduate Nursing is to prepare nurse practitioners to provide quality, evidence-based care to improve the health care outcomes of individuals, families, communities and populations, particularly in rural and underserved areas.

General Information:
The Doctor of Nursing Practice (DNP) degree program is based on The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006) guidelines. This program is designed to guide professionals in the development of a higher level of 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 Department of Graduate Nursing offers two DNP degree options: The Baccalaureate to Doctor of Nursing Practice (BS to DNP) program and the Post-Graduate DNP program.

The BS to DNP program at The College of St. Scholastica educates professional nurses for advanced practice in nursing as adult-gerontology primary care nurse practitioner, family nurse practitioner, psychiatric mental health 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 is completed in 4 years and offered in a hybrid format consisting of online courses supplemented with minimal on-campus meetings. Students should not work more than 0.6 FTE to allow time for their studies and doctoral project responsibilities.

The Post-Graduate DNP program provides advanced practice nurses with the leadership, change management, and systems design knowledge necessary to be a leader in the healthcare industry. The Post-Graduate DNP is designed to be completed in 2 years.

Learning outcomes:
Expected outcomes of the program are designed to prepare graduates who will:
1. Synthesize knowledge and apply evidence-based research 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 social, economic, political, technological, and environmental conditions.
3. Develop skills in leadership on inter-professional teams to collaboratively improve patient and population health outcomes, particularly among rural and underserved.

Admission Requirements for BS to DNP program
Admission Requirements for Post-Graduate DNP program

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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 8150 - Pathophysiology for Advanced Clinical Practice - 4 cr.
Presents advanced concepts in human physiology, common deviations from normal body function and clinical manifestations of altered physiologic balance. Emphasis is on understanding and applying new knowledge in the analysis and evaluation of common clinical presentations encountered by the advanced practice clinician across the lifespan.

NSG 8200 - Outcomes Research - 3 cr.
Develops knowledge and skill in the evaluation of quantitative research studies and the translation of outcomes research into practice. 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.

NSG 8202 - Ethics in Health Care - 3 cr.
Compares traditional bioethics theories to a feminist model of ethics that views morality as a complex web of moral understandings that are achieved by the social negotiation of practices of responsibility. Takes an interdisciplinary approach to health care ethics that integrates moral philosophy, bioethics, nursing, and feminist theory. Applies the model to clinical and other health care scenarios to illuminate what constitutes morality in health care practices and within health care systems. Students analyze current ethical concerns within the health care disciplines broadly and within the student’s area of clinical practice and scholarship more narrowly with due consideration for human diversity and social location.

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 application.
Prerequisite Courses: NSG 8201, NSG 8470

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 Course:** NSG 8206

**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.

**Prerequisite Course:** NSG 8150

**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.

**Prerequisite Course:** NSG 8150

**NSG 8220 - Women's Reproductive Health Across the Lifespan - 2 cr.**
Implements 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.

**Prerequisite Course:** NSG 8215

**NSG 8221 - Advanced Practicum IV: Women's Reproductive Health - 1 cr.**
Develops the competencies and clinical expertise for application of the role of the primary care nurse practitioner in the promotion and management of women’s reproductive health across the lifespan. Forty-five (45) clinical hours are required.

**Prerequisite Courses:** NSG 8215, NSG 8677

**NSG 8222 - Geriatric Health Assessment and Pharmacology - 3 cr.**
Focuses on knowledge and skill development in health promotion, disease prevention, assessment, and pharmacological management of older adults. Implementation of theory and evidence-based assessment techniques to promote health promotion in older adults. Non-pharmacologic and pharmacologic interventions based on principles of geriatric pharmacotherapy are applied in the management of older adults.

**Prerequisite Courses:** NSG 8215, NSG 8677

**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.

**Prerequisite Course:** NSG 8201

**NSG 8320 - Advanced Practicum II: Rural Emergent Care - 2 cr.**
Focuses on rural health emergent/urgent clinical care. Develops knowledge and skills necessary for prevention and management of urgent, emergent healthcare issues of persons residing in rural regions. Clinical immersion in rural setting consistent with APRN role and population foci. Addresses knowledge and skills necessary to perform primary care procedures.

**Prerequisite Courses:** NSG 8215, NSG 8677, NSG 8682, NSG 8684

**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.

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.
Prerequisite Course: NSG 8201

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 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 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 pathophysiological, 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 Courses: NSG 8520, NSG 8521
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.
Explores the role of the DNP prepared APRN in health policy. Foundational knowledge in systems of health care delivery, finance, regulation, and population health support the underpinnings of health care policy and are incorporated. Leadership in healthcare policy design, implementation, analysis and advocacy at various levels are addressed. Social justice and equity in healthcare are central tenets of the course.

NSG 8638 - Health Care Management II: Frail Adult - 2 cr.
Develops more extensive 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.
Develops more extensive 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: 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.

NSG 8662 - Adv Prac Psych-Mental Hlth NSG - 2 cr.
Introduces 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.

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.
Prerequisite Course: NSG 8150

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 of outcomes derived from pathophysiologic, psychosocial, spiritual, and developmental data.
Prerequisite Courses: NSG 8215, NSG 8677

NSG 8682 - Advanced Practicum I: Pediatrics and Family - 4 cr.
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 Courses: NSG 8215, NSG 8677

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: 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: NSG 8215, NSG 8677

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 - 0-4 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.
Faculty and Staff

Faculty

A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | Y | Z

A

Carrie Alajoki - MSN, RN
Asst Prof/Crd Post-Bac, NSG: Postbaccalaureate Nursing

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Adjunct/Ovld, HIS: BLA Program: Pathways

Bruce Allmon
Adjunct/Ovld, Physical Science: Physical Science

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PhD in Leadership and Organizational Behavior

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Luis Arriaga
Instructor/Dir of Anatomy Labs: Biology

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Associate Prof, Grad Nsg: DNP

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Instr, ENG/Writing Cntr Dir: English

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Prof/Prog Coor Psy Mental Hlth: DNP

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Assoc Prof, Physical Therapy: Physical Therapy

John Borstad - PhD, PT  
Professor & Chair, PT: Physical Therapy

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Adjunct/Ovld, PSY: Gerontology

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Assistant Professor Director of the Art Program

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Associate Professor, Music: Music  
PhD Music Education and minor in Wind Band Conducting from The University of Southern Mississippi

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Asst Professor, Mathematics: Mathematics

Teresita Bushey - MA  
Asst Professor, NSG: Traditional Undergraduate Nursing

LeAnn Butler  
Adjunct Faculty, Nurse Inform: Postbaccalaureate Nursing

Paula Byrne - DNP, PHN, RN  
Assoc Professor, NSG: Traditional Undergraduate Nursing
<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
<th>Education/Experience</th>
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<tbody>
<tr>
<td>Christine Cabelka</td>
<td>Assistant Professor, PTH: Physical Therapy</td>
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</tr>
</tbody>
</table>
| Jody Cadotte                | MSN, APRN, WHNP-BC, Assistant Professor of Nursing                           | Asst. Prof, Trad Nursing: Dept of RN to BS Nursing  
University of South Alabama, Master of Science in Nursing, 2011 Auburn University Montgomery, Bachelor of Science in Nursing, 2006 Park University, Bachelor of Science in Social Psychology, 2004 |
| William Campbell            | Ph D                                                                            | Professor/Chair, TRS: Theology & Religious Studies                                    |
| MaryAlice Carlson           | M.A.                                                                           | Instructor, PSY: Psychology                                                          |
| Nathan Carroll              | PhD                                                                             | Assoc Professor, CTA: Communication, Theater and Art                                 |
| Constance Carter            | Adjunct Faculty - GEO UG, SBT: Accounting Online                               |                                                                                     |
| Elyse Carter-Vosen          | Ph.D.                                                                          | Assoc Professor, GCL: Global Cultural & Language Studies                            |
| Richard Caya                | Asst Prof/Director NCCSE: C I S                                               |                                                                                     |
| Robert Cherry               | PhD                                                                            | Adjunct/Ovld, PSY: Psychology                                                        |
| Courtney Cochran            | Adjunct/Ovld SWK Ext Studies: Social Work                                      |                                                                                     |
| Danielle Cohen              | Adjunct/Ovld, Grad NSG: DNP                                                    |                                                                                     |
| Richard Coleman             | MSW, LGSW                                                                       | Asst Prof/Site Coord, SWK, TC: Social Work Extended Studies                          |
| Michelle Cooley             | Adjunct Faculty, Nurse Inform: DNP                                             |                                                                                     |
| Steven Cope                 | ScD, OT/L                                                                       | Professor, OTH: Occupational Therapy                                                |
| Shannon Cousino             | Adjunct, ART: Art                                                              |                                                                                     |
| Louise Covert               | Adjunct/Ovld, GTL: GTL                                                         |                                                                                     |
| James Crane                 | Ph.D.                                                                          | Assoc Professor, ENG: English                                                       |
| Jeremy Craycraft            | DMA                                                                            | Associate Professor/Chair, MUS: Music                                               |
| John Dargan                 | M.A.                                                                           | Asst Professor, EXP: Exercise Physiology                                            |
| Jennifer Davis              | Adjunct/Ovld SWK Ext Studies: Social Work Extended Studies                     |                                                                                     |
| Marcella De La Torre        | Adjunct/Ovld, Grad MGT: MBA Leadership and Change                             |                                                                                     |
| Jillian DeAngelis           | Adjunct Faculty, Nurse Inform: DNP                                             |                                                                                     |
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| Audrey Devine-Eller         | PhD                                                                            | Asst Prof, Psychology/Sociology: Sociology                                           |
| Gina Diaz                   | DNP, RN, ANP, GNP                                                              |                                                                                     |
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Masters of Science, Physician Assistant-Certified
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Librarian, First Yr/Info Liter: Library

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OTH Assistant Professor: Occupational Therapy  
Post-Professional Doctor of Occupational Therapy

Nathan Johnson  
Adjunct/Ovld, OTH: Occupational Therapy

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Certificate in Travel Health Medicine by the International Society of Travel Medicine (ISTM)

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C. Neal Keye - Ph.D.  
Assoc Professor, HIS: History

Paul Khoury  
Asst Professor, MGT: ACC, Finance, ECON

Alyssa Kienitz  
Adjunct/Ovld, PTH: Physical Therapy

Jane Killough - PT, DPT, MS, GCS, CEEAA  
Asst Professor, PTH: Transitional Doctor of PT

Brian Kingfisher  
Instructor, Native Studies: Global Cultural & Language Studies
Donna Kirk - M.Ed.
Instructor, MTH: Mathematics

Jeffrey Kittelson - PT, ScD, OCS, COMT
Asst Professor, PTH: Physical Therapy

Byron Klimek
Adjunct/Ovld, MUS: Music

Julie Knuths - DNP, RN
Assoc Prof/Int Chair, UG Nsg: SON Admin

Luke Konrath
Adjunct/Ovld, SBT UG/Online: CIS

Judy Kreag - MED
Adjunct/Ovld, GTL: Education

Anne Kruchten
Assessment Dir/Assoc Prof BIO: Assessment

Louisa Krueger - DNP, PHN, FNP-C
Asst Prof, Nursing: Dept of RN to BS Nursing

Kim Kruger - MD, MBA, FAAFP
Assoc Prof/Chair-PA Studies: Physician Assistant Studies

L

David LaBore
Asst Prof, PA Studies: Physician Assistant Studies

Paul LaJeunesse
Asst Professor, Art: Art

Beth LaVigne - MED
Asst Professor, EDU: Education

Bonnie Lafromboise
Asst. Professor, NSG: Postbaccalaureate Nursing

Duane Lahti
Adjunct/Ovld, PTH: Physical Therapy

Kimberly Lakhan - DHSc, MPAS, PA-C, DFAAPA
Asst Prof, PA Studies: Physician Assistant Studies
DHSc (A.T. Still University), MPAS (University of Nebraska Medical Center), PA-C (Augsburg University), DFAAPA (Distinguished Fellow of the American Academy of Physician Assistants)

Barbara Larson - MA, OTR/L
Adjunct/Ovld, OTH: Occupational Therapy

Jane Larson
Adjunct/Ovld, Masters SWK: MSW- Masters in SWK

Jon Larson
Adjunct/Ovld, EDU: GTL

Mary Larson - DNP, APRN, FNP-C
Assistant Professor, Grad Nsg: Postbaccalaureate Nursing

Robert Larson - PhD
Asst. Professor, CTA: Communication, Theater and Art
Doctor of Philosophy - Communication and Media Studies Master of Arts - Practical Theology/Biblical Counseling Bachelor of Science - Communicating Arts - Mass Media

Madonna LeBlanc - MA, RHIA, FAHIMA
Asst Professor, HIM: H I M

Scott Lee-Eichenwald - MSDD
Adjunct Faculty/Masters HIM: C I S

Charles Leibfried
Adjunct/Ovld, MUS: Music

Jean Leibfried
Adjunct/Ovld, MUS: Music

Lora Lepisto Brown
Adjunct/Ovld, GTL: GTL
Gardner Lepp
Adjunct/Ovld, Dignitas: BLA Program: Dignitas

Allison Lesmann
Adjunct/Overload, RNBA NSG: Dept of RN to BS Nursing

Hong-Ming Liang - Ph.D.
Assoc Professor, HIS: History

Dalerie Lieberz - PT, DPT, PhD
Assoc Prof, PTH: Physical Therapy
Director of Clinical Education

C. Jennifer Lien - DMA
Adjunct/Ovld, MUS: Music

Lupe Linares
Assistant Professor, ENG: English

Lori Lindgren - MSN, RN, PHN, FNP-BC, HTCP
Asst Professor, NSG: Postbaccalaureate Nursing

Marie Ljosenvoor
Adjunct Faculty, PA Studies: Physician Assistant Studies

Jill Lofald
Adjunct/Ovld, EDU: Education

Jill Long
Asst Prof/Crd Elem Ed Cmpl Pgm: Elementary Degree Completion (2+2)

Bruce Loppnow - PhD, MSH
Assoc Prof/Dean, SHS: SHS Admin

Chery Lucarelli - PhD
Professor/Chair, Grad Pgms ED: GTL

Scott Lucas
Adjunct/Ovld, PSY: Psychology

David Lucia
Adjunct Faculty, SBT Mgmt Onlin: MBA Leadership and Change

Sarah Ludwig - DMA
Assistant Professor, SAL: Music

Julie Luker - Ed.D.
Adjunct/Ovld, PSY: Bus. MGT, MKT, Org. Lead Ext/Online
Doctorate in Education

Jennifer Lund
Asst. Professor/Librarian: Library

Denise Lundstrom
Instructor, Nursing: Traditional Undergraduate Nursing

Lydia MacKenzie
Adjunct/Ovld, SBT UG/Online: MBA Leadership and Change

Jeffrey Madison
Adjunct/Ovld, MUS: Extended Studies-Duluth

Jennifer Maki - PhD
Professor, CHM: Chemistry

Jerome Maki
Adjunct/Ovld, EDU: Education

Glenn Maloney
Adjunct/Ovld, Masters SWK: MSW- Masters in SWK

Drew Mannetter - Ph.D.
Assoc Prof/Dir/Sustain Studies: Philosophy

David Marc - PhD, CHDA
Assoc Prof/Chair/Dir, Hlth Info: Masters- Health Informatics

Mary Ann Marchel - PhD, MSW, LGSW, IMH IV
Professor, SWK: MSW- Masters in SWK
Katherine Marciniak  
Adjunct/Ovld, LIS: Global Cultural & Language Studies

Laura Marland  
Adjunct/Ovld, Dignitas: English

Tiziano Marovino  
Adjunct/Ovld, DPT: Transitional Doctor of PT

Keitha-Gail Martin-Kerr  
Adjunct Faculty, Elem Ed Comp: Elementary Degree Completion (2+2)

Barbara Mason - MSN, RN  
Asst Professor, Nursing: Traditional Undergraduate Nursing

SueAnne Mattson - MA, RN, CHSE  
Asst Professor, NSG: Traditional Undergraduate Nursing

Christine McConnell - DC, OTR/L  
Asst Professor, OTH: Occupational Therapy  
Doctor of Chiropractic, Occupational Therapist

Susan McCoy  
Adjunct/Overload, RNBA NSG: Dept of RN to BS Nursing

Sara McCumber - DNP, APRN, CNP, CNS, AGPCNP-BC, FNP-BC, GNP-BC, AHCNS-BC  
Assoc Prof/Crd AGPCNP Pgm, NSG: DNP

Joelle McGovern - MEd  
Adjunct Faculty-CIS GEO, SBT: CIS Online

Todd McGowan  
Adjunct/Ovld, SWK: Social Work

Kevin McGrew - MA, MEd  
Asst Prof/Director, LIB: Library

Stephanie Meyer  
Adjunct/Overload, RNBA NSG: Dept of RN to BS Nursing

Annette Miller  
Associate Prof, EDU: GTL

Cynthia Miller  
Adjunct/Ovld, GTL: GTL

Peter Miller  
Adjunct/Ovld, Grad MGT: MBA Leadership and Change

William Miller - Ph.D.  
Adjunct/Ovld, HIS: Extended Studies-Duluth

Carin Mizera - DSW, LICSW  
Asst Prof/Grad Prog Dir, SWK: MSW- Masters in SWK

Kathy Modin - MA  
Asst Professor/Chair, MGT: Bus. MGT, MKT, Org. Leadership

Zarah Moeggenberg  
Asst. Professor, ENG: English

Samantha Mohn-Johnsen - PT, DPT, EdD, OCS, PCS  
Asst Professor, PTH: Physical Therapy

Kim Moncel - MEd, LAT, ATC  
Instructor, Athletic Training: Athletic Training

Tracy Mongan - MSW, LICSW  
Asst Prof/Site Crd SWK (Brmd): Social Work Extended Studies

Aileen Moore - MSW, LGSW, LMSW  
Asst Professor, SWK: Social Work Extended Studies

Thomas Morgan  
Assoc Prof, GCL/Dir, Peace&Jus: Global Cultural & Language Studies

Thomas Motl  
Asst Professor, PSY: Psychology

Wendy Mrdutt - MSN, RN  
Asst Professor, NSG: Postbaccalaureate Nursing

Patricia Muckala  
Adjunct/Ovld, GTL: GTL
John Muenich
Adjunct/Ovld, GTL: GTL

Amy Murzyn - Ed.D.
Asst Prof/Spec Ed Prog Coord: Special Education

Catherine Nachbar
Adjunct/Ovld, GTL: Education Curriculum & Instruction

Nicholas Navarro
Visiting Asst Professor, SWK: Social Work

Whitney Neal
Adjunct/Ovld, GTL: GTL

Jennifer Nelson Albee
Adjunct/Ovld, Masters SWK: MSW- Masters in SWK

Jon Nelson
Professor, PTH: Physical Therapy

Rao Nemani - PhD
Adjunct/Ovld, Grad HIM: CIS Online

Todd Neuharth - MA, LAT, ATC, CPH
Asst Prof, Athletic Training: Athletic Training

Joanne Nielsen - MS, RN
Adjunct, Post Bac NSG: Traditional Undergraduate Nursing

Tiffany Nielsen-Winkelmann
Asst Professor, EDU: SOE Admin

Jennifer Niemi - M.Ed
Instructor/ Native Studies Dir: SAL Admin
Masters of Education

Matthew Nierengarten - BSN, RN
Instructor, NSG: Traditional Undergraduate Nursing

Mark Norgard
Adjunct/Ovld, NSG: Postbaccalaureate Nursing

Susan Northey
Adjunct/Ovld, EDU: School of Education

Maria Novelo-Lane
Adjunct/Ovld, LIS: Global Cultural & Language Studies

Nicole Nowak-Saenz - Ph.D.
Asst Prof, Psychology/Sociology: Psychology

Jenean O'Brien - PhD
Asst Prof, BIO: Biology

Pamela Oachs - MA, RHIA, CHDA, FAHIMA
Asst Prof/Dir UG HIIM Program: Health Info. Mgmt.-Masters Prog.

Jacob Oestreich - MD
Asst Prof/Dir Clinical Educ, PA: Physician Assistant Studies

Jena Ogston - PhD, PT
Professor, PTH: Physical Therapy

Brandon Olson - PhD, PMP
Assoc Prof CIS/App Data Analyt: CIS

Kari Olson
Asst Prof, Post-Bacc Nsg: Postbaccalaureate Nursing

Victoria Olson - M.S.
Instructor, BIO: Biology

Katie Onofreychuk
Adjunct/Ovld, Masters SWK: MSW- Masters in SWK

Brittany Ortler
Adjunct/Ovld, Grad NSG: Postbaccalaureate Nursing
Adrianne Osmundson
Adjunct/Ovld, OTH: Occupational Therapy

Steven Ostovich - Ph.D.
Professor/Chair, PHL: Philosophy

Tammy Ostrander - PhD
Professor, CTA: Communication, Theater and Art

P

Pablo Palafox - PhD
Asst Professor, CHM: Chemistry

Rachel Payne
Asst Professor, EDU: Education

Matthew Pearcy
Adjunct/Ovld, HIS: Extended Studies-Duluth

Maria Pellechio
Adjunct/Overload, RNBA NSG: Dept of RN to BS Nursing

Jenna Pernu
Adjunct/Ovld, PTH: Physical Therapy

David Pessenda
Adjunct Faculty - GEO UG, SBT: Accounting Online

Valery Petermeier
Adjunct, Post Bac NSG: Traditional Undergraduate Nursing

Lynn Peters
Adjunct/Ovld, Grad NSG: DNP

Karen Petersen - Ph.D.
Assoc Prof/Chair PSY/SOC: Psychology

Brooke Pettinelli - MSN, APRN, CNP, FNP-BC, GNP-BC
Asst Prof, Grad Nursing: DNP

Martin Pflug - Ph.D.
Assoc Professor/Chair, GCL: Global Cultural & Language Studies

Jennifer Pilon
Asst Prof/Chair ACC, FIN, ECON: ACC, Finance, ECON

Frank Plachecki
Adjunct/Ovld, Grad MGT: MBA Leadership and Change

Diane Podgornik
Adjunct/Ovld, EDU: Education

Randall Poole - Ph.D.
Prof/HHU Dir/HIS, POL Dept Chr: History

Michael Pothast
Adjunct/Ovld, GTL: GTL

Sharon Pristash
Adjunct/Ovld, Masters of Ed: Masters of Ed-ONLINE

Leah Prussia - MSW, LICSW, SEP
Asst Prof, Social Work: MSW- Masters in SWK
Master of Social Work, Licensed Independent Clinical Social Worker, Somatic Experience Practitioner

Q

Luther Qson - PhD
Assoc Professor/Prog Dir, MTH: Mathematics

Kevin Quarmby - PhD
Assistant Professor, ENG: English
PhD English (Shakespeare and Early Modern Drama) King's College London, MA Shakespearean Studies (Merit) King's College London, BA Hons (1st Class) Humanities with History Open University

R

Regina Rainelli - OTD, OTR/L
Asst Prof, OTH: Occupational Therapy

**Robert Randall - EdD**
Assistant Professor, SBT: Bus. MGT, MKT, Org. Leadership

**Lynne Raschke - PhD**
Assoc Prof, MTH/Dept Chair PSC: Physical Science
PhD, Department of Astronomy and Astrophysics, University of California - Santa Cruz

**Jessica Reale**
Adjunct/Ovld, DPT: Transitional Doctor of PT

**Thomas Reis - msw, ms, acsw, lisw**
Adjunct/Ovld SWK Ext Studies: Social Work Extended Studies

**Kari Rengo - DNP, APRN, PMHNP-BC**
Adjunct Faculty, Nurse Inform: DNP

**Stacie Renne'**
Adjunct, ART: Art

**Richard Revoir - Ed.D., M.B.A.**
Dean/Assoc Prof SBT: SBT Admin

**Tina Reynoso**
Adjunct/Ovld, HIIM Summ Prog: H I M

**Sherese Richards - MD, MBA**
Assistant Professor, Biology: Biology

**Shelly Richardson - DSW, LCSW**
Asst Prof/Chair SWK/UG Prg Dir: Social Work

**Angela Rickheim**
Adjunct/Ovld, Grad NSG: DNP

Matthew Ridenour - EdD
Asst Professor, EDU: Education

**Krysta Riel Maas - MS**
Instructor, Chemistry: Chemistry
Masters of Science Education

**Karen Rissling**
Asst Professor, Education: Masters of Ed-ONLINE

**Martha Ritter**
Adjunct/Ovld, BIO: Biology

**Michelle Robertson - MSW, LGSW**
Asst Prof/Dir UG Field Pgm, SWK: Social Work

**Stephanie Rollag Yoon**
Assistant Professor, EDU: Elementary Degree Completion (2+2)

**Jennifer Rosato - MA**
Asst Prof/Director NCCSE: Center for CS Education

**Karen Rosenflanz - Ph.D.**
Assoc Prof, GCL/Crd Russian Exc: Global Cultural & Language Studies

**Judi Roux - EdD**
Visiting Asst Professor, EDU: Education

**Russell Rowenhorst**
Adjunct/Ovld SWK Ext Studies: Social Work

**Patricia Roy**
Adjunct Faculty-Trad UG, SBT: ACC, Finance, ECON

**Marcia Runnberg-Valadez - EdD, MSW, LCSW**
Asst Professor, SWK: Social Work Extended Studies

**Julie Rustad**
Librarian, Distance Ed.: Library

S

**Adrienne Salentiny**
Adjunct/Ovld, Masters of Ed: Masters of Ed-ONLINE

**Debra Salmon**
Adjunct/Ovld SWK Ext Studies: Social Work Extended Studies
Erin Samuels
Adjunct Faculty, Elem Ed Comp: Elementary Degree Completion (2+2)

Sheryl Sandahl - DNP, APRN, FNP-BC, CPNP-PC, MPH, MSN
Assoc Prof and Dean, NSG: SON Admin

Ryan Sandefer - PhD
Assoc Prof/AVP-Academic Affairs: H I M

Jill Sauld
Assistant Professor, NSG: Postbaccalaureate Nursing

Cia Sautter
Adjunct/Ovld, TRS: Theology & Religious Studies

Amber Schlater - Ph.D.
Asst Prof, BIO/Dir, Premed Pgm: Biology
PhD, Colorado State University, Biology/Zoology MS, Colorado State University, Biology/Zoology BS, University of Pittsburgh, Biology, Chemistry

Elisa Schmitz - DNP, APRN, CPNP
Asst Professor, NSG: Traditional Undergraduate Nursing

Brenda Schneider
Adjunct/Ovld, GTL: GTL

Debra Schroeder - Ph.D.
Professor, PSY: Psychology

Stephen Schroeder-Davis
Adjunct/Ovld, GTL: GTL

David Schuettler - Ph.D.
Asst Professor, GCL: Global Cultural & Language Studies

Duane Schwarzbauer
Adjunct Faculty - GEO UG, SBT: Accounting Online

Scott Seagroves - MS
Instructor, Phy Sci/Dir Gen Ed: Physical Science
MS, astrophysics, UC Santa Cruz

Jennifer Sewpersaud
Adjunct Faculty, Elem Ed Comp: Elementary Degree Completion (2+2)

Jeanne Shermer - MS, Masters degree
Adjunct/Ovld, GTL: GTL

Amber Siekert
Adjunct/Ovld SWK Ext Studies: Social Work Extended Studies

Thomas Simonson
Adjunct Faculty-Trad UG, SBT: ACC, Finance, ECON

Shanna Skallet - MS, PMP
Asst Prof-Project Mgmt: Project Management

Melissa Skoff - DNP, APRN, FNP-BC
Asst. Professor, NSG: DNP

Tabitha Slygh
Adjunct/Ovld, OTH: Occupational Therapy

Edward Smith
Asst Professor, CTA: Communication, Theater and Art

Kathryn Smith
Asst Prof, Grad NSG: DNP

Michele Sneed - MSW, LGSW
Asst Prof, SWK, Austin: Social Work Extended Studies

Brad Snelling - MA, MLS
Librarian, Periodicals/Coll Dev: Library

Mark Snyder
Adjunct/Ovld, SWK: Social Work

Lynda Spangler - MS, DPT
Asst Professor, PTH: Transitional Doctor of PT

Peter Spooner - BS, MS, MFA
Adjunct/Ovld, BLA-Dignitas: Communication, Theater and Art
BS, Art Education MS, Studio Art MFA, Studio Art

Hal Spott
Adjunct/Ovld, MGT: Bus. MGT, MKT, Org. Leadership
Patrick Spott - JD
Adjunct/Ovld, Grad MGT: MBA Leadership and Change

Daniel Stam
Assistant Professor, PT: Physical Therapy

Denise Starkey - PhD
Assoc Professor, TRS: Theology & Religious Studies
Constructive Theology

Lisa Starr - DNP, MSN, APRN, WHNP-BC
Asst Professor, Nursing: DNP

Michael Staum
Adjunct/Ovld, GTL: GTL

Hsin-Mei Sun - PhD
Asst Professor, PSY: Psychology

Christopher Susag - Ph.D.
Adjunct/Ovld, PSY: Bus. MGT, MKT, Org. Lead Ext/Online

Nicholas Susi - DMA
Assistant Professor, MUS: Music

David Swenson - PhD LP
Professor, MGT: MBA Rural Healthcare
PhD Psychology, MA Management, MEd Educational Media & Technology, MA School Counseling, Diplomate in Forensic Psychology, Licensed Psychologist

T

Bradley Takkunen
Adjunct/Ovld, GTL: GTL

Melanie Talaga - PhD
Asst Professor, Chemistry: Chemistry

Catherine Tannehill
Adjunct/Ovld, Grad HIM: Health Info. Mgmt.-Masters Prog.

Craig Tedder - DPT, MBA, MTC, FAAOMPT
Adjunct/Ovld, DPT: Transitional Doctor of PT

Lori TeeGarden
Adjunct/Ovld, GTL: GTL

Kara Thoemke - Ph.D.
Assoc Professor, BIO: Biology

Amanda Thooft
Adjunct/Ovld SWK Ext Studies: Social Work Extended Studies

JoAnn Tingum - MSN, RN, CHSE
Asst Prof/Simulation Dir, NSG: Traditional Undergraduate Nursing

Viktorija Todorovska
Adjunct/Ovld, SBT UG/Online: Bus. MGT, MKT, Org. Lead Ext/Online

Bethany Tollefson - DNP, RN
Asst Professor, Post Bac Nsg: Postbaccalaureate Nursing
Doctor of Nursing Practice, Registered Nurse

Nicole Tombers - PT, DPT
Asst Professor, PTH: Physical Therapy

Mary Josephine Torborg - O.S.B., Ph.D.
Associate Professor, TRS: Theology & Religious Studies

Leigh Ann Tovar
Adjunct/Overload, RNBA NSG: Dept of RN to BS Nursing

Kathleen Trujillo
Asst Professor, SWK: Social Work Extended Studies

Timothy Trygstad - PhD
Assoc Professor, CHM: Chemistry
PhD, Chemistry, University of Minnesota

Jennifer Tucker
Adjunct/Ovld, SWK: Social Work
Evan Tyler - PhD
Asst Professor, PSC: Physical Science

U

Carlisa Underwood
Adjunct/Overload, RNBA NSG: Dept of RN to BS Nursing

V

Kevin Vaughan
Asst.Prof/Catholic Studies Dir: Theology & Religious Studies
Merry Vaughan - PhD
Assoc Professor CTA: Communication, Theater and Art
Victor Vaughan - DPT, MS, OCS
Adjunct/Ovld, DPT: Transitional Doctor of PT
Zachary Via
Asst. Professor, CHM: Chemistry
Ryan Vine - MFA
Assoc Professor/Chair, ENG: English

W

Douglas Walton - PhD
Assoc Professor, BIO: Biology
Janelle Wapola - MA, RHIA
Asst Professor, HIM: H I M
Alison Ward
Adjunct Faculty, Elem Ed Comp: Elementary Degree Completion (2+2)
Michelle Warfel - MOT, OTR/L
Asst Professor, OTH: Occupational Therapy
Assistant Professor Academic Fieldwork Coordinator
Christopher Warner - MA
Adjunct/Ovld, SBT UG/Online: Bus. MGT, MKT, Org. Lead Ext/Online
Joseph Warpeha - Ph.D.
Assoc Professor, EXP: Exercise Physiology
Molly Watkins
Assistant Professor, PT: Physical Therapy
Amy Watters - EdD, RHIA, FAHIMA
Assoc Prof/Dir Grad HIIM Pgrm: Health Info. Mgmt.-Masters Prog.
Jane Wattrus - M.S.
Instructor, BIO: Biology
Darci Weets
Adjunct Faculty, Special Ed: GTL
Mike Wendinger - EdD, ATR, ATC, CSCS
Adjunct/Ovld, ATH TRNG: Athletic Training
Daniel Westholm - Ph.D.
Assoc Prof/Dept Chair BIO: Biology
Gregory White - MSN, APRN, FNP-C
Asst Prof, Vet Grant Program: Traditional Undergraduate Nursing
Todd White - MLIS
Librarian, Ref/Digital Resrcs: Library
Gretchen Wibben
Adjunct/Ovld, Masters of Ed: Masters of Ed-ONLINE
Mark Wiita
Adjunct/Ovld, Grad NSG: Traditional Undergraduate Nursing
James Willis
Adjunct/Ovld, TRS: Theology & Religious Studies

Andrea Winans
Adjunct/Ovld, PTH: Physical Therapy

Neil Witikko
Assoc Prof/Director of Teaching Excellence Center for Teaching Excellence

James Wold
Adjunct/Ovld, GTL: Elementary Degree Completion (2+2)

Kari Wolf-Odland - DAT, LAT, AT
Assistant Professor, ATH: Athletic Training

Alice Woog
Adjunct/Ovld, GTL: GTL

Carissa Wyant
Adjunct/Ovld, TRS: Theology & Religious Studies

Y

Suzanne Yunis - PhD
Assoc Professor, ENG: English

Z

Kaya Zelazny - PhD
Asst Professor, Biology: Biology

Juris Zelenko
Adjunct Faculty, PA Studies: Physician Assistant Studies

Colin Zestcott
Asst Professor, PSY: Psychology

Faculty Emeriti

Sister Agnes Alich, Ph.D.
Professor: Chemistry and Physical Sciences

Dennis Anderson, Ph.D.
Professor: History

Sister Marguerite Baxter, M.A.
Associate Professor: Clinical Laboratory Science

Rondell Berkeland, Ed.D.
Associate Professor & Dean: School of Health Sciences

Dorothea Diver, Ph.D.
Associate Professor: Languages and International Studies

Shirley Eichenwald-Maki, MBA
Assistant Professor: Health Informatics & Information Management

Sister Agnes Fleck, M.A.
Instructor: English

Thomas Gaetz, Ph.D.
Associate Professor: Education

Shelley Gruskin, B.Mus
Artist in Residence: Music

Meridel Kahl, M.Ed.
Assistant Professor: Education

Marie Kelsey, Ph.D.
Professor: Education

George Killough, Ph.D.
Professor: English

Barbara King, M.S.W.
Assistant Professor: History

Diane Kessler, Ph.D.
Professor: Languages and International Studies
Po-Lin Kosuth, M.F.A.
Associate Professor: Art

Mary Jane Kumsha, M.A.
Associate Professor: Library Science

Kathy La Tour, M.A.
Assistant Professor: Health Informatics & Information Management

Sister Johnetta Maher, M.Ed.
Associate Professor: Family & Consumer Sciences

Carleen Maynard, Ph.D.
Associate Professor: Music

Marianne Connelly, M.A.
Assistant Professor: Music

Sister Katherine McLaughlin, Ph.D.
Assistant Professor: Theology & Religious Studies

Chandra Mehrotra, Ph.D.
Assistant Professor: Theology & Religious Studies

Albert Nephew, Ph.D.
Professor: Philosophy

Catherine McPherson, Ph.D.
Professor: Religious Studies

Betty Preus, Ed.D.
Associate Professor: Education

Sister Agatha Riehl, Ph.D.
Professor: Chemistry

Sister Beverly Raway, Ph.D.
Associate Professor: Nursing

Michael Robinson, Ph.D.
Associate Professor: Physical Sciences

John Schifsky, Ph.D.
Professor: English

Sister Donna Schroeder, Ph.D.
Associate Professor: Biology

Paul Stein, Ph.D.
Professor: Chemistry

Mary Tanner, Ph.D.
Associate Professor: Nursing

Cecelia Taylor, Ph.D.
Professor: Nursing

Winnifred Winkelman, Ph.D.
Professor: History

Denise Wise, Ph.D.
Associate Professor: Physical Therapy

Martha Witrak, Ph.D.
Professor & Dean: School of Nursing

Vicki Zeman, M.A.
Assistant Professor: Health Informatics & Information Management
Administrative Staff

A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | R | S | T | U | V | W | Z

A

Anna Abbott
Production & Traffic Coord.: Marketing Admin and Planning

Troy Abfalter - MA
Director, McNair Scholars: VP Dean of Student Affairs

Amanda Abrahamson Roseth
Grants Specialist: Foundation & Govt Relations

Bobby Acosta
Assistant Coach, Football: Football

Ben Adams
Chief Information Officer: Information Technology Director

Susan Adams
Admin Spec/Data Coord, SOE: SOE Admin

Regina Adamy - MA
Coordinator, SBT: SBT Admin

Christy Alvar
Cash Coordinator, Finance: Finance

Brenda Anderson
CA Research & Reporting Spec: College Advancement

Jeannine Anderson
Donor Relations Manager: College Advancement

Jeffrey Anderson
Carpenter: Shared Facilities

Lisa Anderson
Purchasing Manager: Purchasing

Mary Anderson
Director, Career Services: Career Services

Vicki Andrews
Nurse Practioner: Health Service

Kaelene Arvidson-Hicks
Title IX Crd/HR Compliance Spc: Human Resources

Heather Ashbaugh
Textbook/Space Reservation Spe: Registrar

Robert Ashenmacher
Exec Dir, MCMR/CC: College Communications

Bianca Aspin
Access Specialist: Center for Equal Access

B

Zachary Babcock
Chief of Security: Shared Facilities
Cassandra Bachtell  
Spec, Fac Cntrcts/Related Pjcts: Human Resources

Dana Baird  
Coord, Educational Experience: GTL

Gregory Barcelona  
Campus Security Off., 3rd Shft: Shared Facilities

Franco Bari  
Director, Athletics: Athletic Director

Lori Barnstorf  
Admin Asst, Campus Ministry: Campus Ministry

Marlene Bartkoski  
Admin Asst, SCHWB/DOS: Counseling Services

Shawn Bartlette  
Asst Coach, Men's Hockey: Men's Hockey

David Bauman  
Asst Dean of Advising & Reten: Academic Support Services

George Beattie  
Registrar: Registrar

Thomas Beauregard  
Painter: Shared Facilities

Lyndsay Beck  
Academic Advisor: Academic Support Services

Gregory Berthiaume  
Janitor: Shared Facilities

Charles Beya  
Housekeeper, 3/Facilities: Facilities Services

Heidi Blunt  
Admin Asst, SAL/Gen Ed: SAL Admin

Phillip Bode  
Asst Director, Writing Center: Warner Writing/Critical Think Ctr

Susan Boder  
Administrative Asst, ROBUST: MSW- Masters in SWK

John Boecker  
Janitor: Shared Facilities

Bridget Bohn  
Financial Aid Counselor: Financial Aid Office

Jocelyn Bollins - DO  
Clinical & Assess. Spec, PA: Physician Assistant Studies

Myles Bolnick  
Asst Director, Res Life: Residential Life

Todd Bouchie  
Head Coach, Track & Field: Men's Track & Field

Ira Bowers  
Housekeeper: Facilities Services

Nora Brannan
Accounting Technician, Grants: Finance

Leigh Branovan
Counselor/SCHWB: Counseling Services

Carol Brekke
Counselor, OneStop: One Stop Student Services

Thomas Brekke
Director, Facilities: Shared Facilities

Rebecca Brenna
Human Resources Coordinator: Human Resources

Craig Bridges
Director, Enr. Services: Virtual Campus

Cassandra Broneak
Research Associate: Center for CS Education

Nathaniel Brown
Advisor, UBMS: Counseling Services

Erin Bursell
Data Coordinator, PTH: Physical Therapy

Richard Butte
Dir, Bus & Relationship Dev: Extended Studies - St. Cloud

C

Dustin Carlson
Campus Security Off/Var Shft: Shared Facilities

Kristine Carlson - MA
Assoc Dir/CRM Coor & Adm Procs: GEO Enrollment

Steven Carlson
Chief Engineer: Shared Facilities

Meghan Carr
Admissions Proc Coord, UG: Extended Studies-St. Paul

Amy Chalich
Data Coordinator, CA: College Advancement

Dione Chanslor -
Admin Asst, SOE Grad Programs: GTL

Dione Chanslor -
Admin Asst, SOE Grad Programs: GTL

Andrea Chartier
Counselor, Career Services: Career Services

Barry Chastey
Head Coach, Men's Soccer: Mens Soccer

Dawn Christenson - BA
Data Coord/Admin Spec, PA Prgm: Physician Assistant Studies

Keith Christiansen
Painter: Shared Facilities

Kristina Church
IR Data Analyst: Institutional Research & Assessment
<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Clabaugh</td>
<td>MA, Director, NSG Edu Experience: SON Admin</td>
</tr>
<tr>
<td>Valerie Clark</td>
<td>MBA, MAM, Communications Specialist: College Communications</td>
</tr>
<tr>
<td>Joel Clasemann</td>
<td>Director, Advancement Services: College Advancement</td>
</tr>
<tr>
<td>Cathy Cleary</td>
<td>MD, FAAFP, Medical Director, PA Program: Physician Assistant Studies</td>
</tr>
<tr>
<td>Jeri Collier</td>
<td>MA, Associate Registrar: Registrar</td>
</tr>
<tr>
<td>Paul Connolly</td>
<td>BFA, Manager, Web Design: Marketing Admin and Planning</td>
</tr>
<tr>
<td>Reba Copeland</td>
<td>Advancement Officer: Corporate Relations</td>
</tr>
<tr>
<td>Joshua Corrigan</td>
<td>Vehicle &amp; Grounds: Shared Facilities</td>
</tr>
<tr>
<td>Susan Cotter</td>
<td>Office Manager, Facilities: Shared Facilities</td>
</tr>
<tr>
<td>Michael Cousino</td>
<td>Graphic Designer: Marketing Admin and Planning</td>
</tr>
<tr>
<td>Christopher Davila</td>
<td>Dir, Office-Diversity &amp; Inclusion: Institutional Diversity</td>
</tr>
<tr>
<td>Sandy Davis</td>
<td>Advisor, On-Line &amp; Ext Campus: Virtual Campus</td>
</tr>
<tr>
<td>Rilee Dawson</td>
<td>Head Coach, Softball: Softball</td>
</tr>
<tr>
<td>Stacy Deadrick</td>
<td>Asst AD/Women's BB Coach/SWA: Womens Basketball</td>
</tr>
<tr>
<td>Jenessa Demers</td>
<td>MSW, Coordinator, SBT: SBT Admin</td>
</tr>
<tr>
<td>Emily Didlo</td>
<td>BA, Administrative Assistant, OTH: Occupational Therapy</td>
</tr>
<tr>
<td>Tyler Driscoll</td>
<td>Admin Assistant, SWK: Social Work</td>
</tr>
<tr>
<td>Michael DuFrane</td>
<td>Asst Coach, Football: Football</td>
</tr>
<tr>
<td>Harrison Dudley</td>
<td>Campus Security Officer: Shared Facilities</td>
</tr>
<tr>
<td>Amy Duray</td>
<td>Bus Analyst/Project Mgr II: IT Business Analysis</td>
</tr>
</tbody>
</table>
John Dzikonski  
Maintenance Energy Technician: Shared Facilities

E  
John Eastvold  
Apps Developer/Systems Admin: Enterprise Information Systems

Merissa Edwards  
Asst AD, Compliance/Business: Athletic Director

Courtney Eickman - MS  
Assistant Director: Trad'l Main Enrollment

Bo Ekmark  
Director, Wellness Center: Campus Recreation

Jessica Ellingson  
Director, Campus Ministry: Campus Ministry

Iwalani Else - PhD  
Dir Institutional Rsrch Assmnt: Institutional Research & Assessment

Patricia Elsmore  
Asst Coach, Women's Hockey: Women's Hockey

Christopher Engstrom  
Janitor, 3rd Shift: Shared Facilities

Ruth Erdmann  
Dir Corp Rel/Sr Mjr Gft Offcr: Corporate Relations

Cinjun Erskine  
Assistant Coach, Football: Football

F  
Renee Fall  
Senior Research Scholar: Center for CS Education

Amy Fink  
Admin Asst, VPAA: Academic Affairs

Karen Finseth  
Exec Dir, Planned Giving: Planned Giving

Rachel Fox  
Admin Asst.VP/Enrollment Mgmt: Admissions Admin

Daniel Fuller  
Admin Asst./HIIM: H I M

G  
Amy Galarowicz  
Director, UB & UBMS: Counseling Services

Julio Garcia  
Admissions Counselor: Extended Studies-St. Paul

Gina Gathje  
Advisor, Ext. & On-Line Prog: Virtual Campus
Ann Gersich
Accounts Payable Specialist: Finance

Kory Gilderman
Bus Analyst/Proj Mgr II: IT Business Analysis

Adam Gindt
Senior Technology Specialist: Technical Services

Lonnie Golen
Developer/Solutions Architect: Technology Fee

Sandra Goman
Asst Director, Financial Aid: Financial Aid Office

Kiara Gomez
Admissions Counselor: Trad'l Main Enrollment

Rachel Gray
Head Golf Coach/Sports Info AD: Men's & Women's Golf

David Gribble
Carpenter: Shared Facilities

Teresa Guerrero
Director, SCHWB: Counseling Services

H

Mark Hakes - MM, MN 5-12 Social Studies License, Certificate - Progressive Youth & Family Ministry
Campus Minister: Campus Ministry

Anh Hansen
Housekeeper, 1/Facilities: Facilities Services

Anne Hansen
CRM Data Coordinator: Admissions Admin

Michael Hanson
Manager, Security & Network: Network Services

Jordanne Hartman
Admissions Counselor: Virtual Campus

Keith Haugen
Manager, Mailroom/Receiving: Mail Room

Jeffrey Heaslip
Maintenance Engineer: Shared Facilities

Michael Heffernan
Head Coach, Football: Football

Brittany Hegg
Advisor, UB: VP Dean of Student Affairs

Brittany Heilman
Asst. Director, Res Life: Residential Life

Skylor Heindel
Academic Specialist, TRIO SSS: VP Dean of Student Affairs

Mary Hermanson
Admin Asst/SSS: Counseling Services

Sean Hill
Janitor: Shared Facilities

Scott Holden
Collections Coordinator: One Stop Student Services

Joan Holter
Admin Asst. VP, CA: College Advancement

James Hoppe
Asst Dir, TRIO Talent Search: VP Dean of Student Affairs

Sasha Howell
Suprsvr/Designer, Costume Shop: Theater Productions

I

Teresa Ipina
Director: Extended Studies-Rochester

Lindsay Izzard
Staff Nurse, SHS: Health Service

J

Dillon Jackson
Housekeeper, Morning Shift: Facilities Services

Michael Jackson
Web Developer: Technology Fee

Elizabeth Jacobson
Tech Business Analyst/Proj Mgr: Technology Fee

Joseph Janchar - BA
Coord., Academic EHR: HIM

Greta Jenkins
IT Applications Specialist: Technology Fee

Catherine Johnson
Admin Specialist, Nursing: SON Admin

Chassity Johnson
Asst Softball Coach: Softball

Ellen Johnson
VP, Enrollment Management: Admissions Admin

Laurajae Johnson - MBA, MA
Sr Alumni Engagement Officer: Alumni Office

Louanne Johnson
Camp Oper/Summer Housing Coord: Somers Hall

Tricia Johnson
Director, Financial Aid: Financial Aid Office

Elliott Johnston
Director, Res Life: Residential Life

Jessica Johnston - MSEd
Coord, Academic Support Svcs: CAS

Jennifer Jones
Coord, Trafr Cr & Prior Learn: Registrar
Robyn Jones
Coordinator, SHS: SHS Admin

K

Kailee Katt
Counselor, OneStop: One Stop Student Services

Dory Kempf
Director, Student Support Svcs: Counseling Services

Mary Kero
Assoc Dir, One Stop Stdnt Serv: One Stop Student Services

Carrie Kibler
Sys Admin/Identity Access Mgr: Network Services

Brenda Kimlinger
Admin Asst, Alumni Engage/FGR: Alumni Office

Kathleen King - RHIT
Admin Asst II, PTH: Physical Therapy

Beth Kleinschmidt
Senior Admissions Counselor: Admissions Admin

Mark Kliegle
Senior Budget Analyst: Finance

Erin Kreeger
Annual Gifts Officer: College Advancement

L

Lisa LaCore
Advisor, Trio Talent Search: VP Dean of Student Affairs

Ashley LaLiberte Martinez
Registrar Generalist: Registrar

Jennifer LaMaster
Admin. Asst., PSY/SOC: Psychology

Pamela Lahti
Assistant Director: Admissions Admin

Pauline Lake
Curriculum/Prof Develop Coord: Center for CS Education

Sadie Laplante
Accommodations Coordinator: Center for Equal Access

Jill Larson
Assistant Controller, Finance: Finance

Lowell Larson
Director, Technical Services: Technical Services

Sarah Larson
Learning Technologist: Academic Technologies

Catherine Lawler
Simulation Operations Coord: SON Admin
Mary Lee
Coordinator, SAL: SAL Admin

William Leino
Tax Compliance Coordinator: Finance

Dale Lindsey
PC Support Specialist I: Technical Services

Lindsey Lindstrom - MS
New & Transition Student Advis: Academic Support Services
Master of Science from the University of Wisconsin Madison in Educational Leadership and Policy Analysis with a concentration in Higher Education Administration & Student Affairs

Elizabeth Lisak
Housekeeper, Facilities: Facilities Services

Julie Lonetto
Program Mgr - PA Program: Physician Assistant Studies

Julie Long
Accounting Assistant: Finance

Tanya Lowney
Mgr, Bldgs & Grnds/Facilities: Shared Facilities

Meg Lucas
Spec, Talent Acquisition: Human Resources

Basil Luing
IT Asset/Purchasing Manager: Information Technology Director

Lori Luing
Web Spec/Front End Dev: Marketing Admin and Planning

Kaitlyn Lundquist
Admissions Counselor: Trad'l Main Enrollment

Steve Lyons
VP, Student Affairs: VP Dean of Student Affairs

Jackie Macmillan
Head Coach, Women's Hockey: Women's Hockey

Timothy Madsen
Head Coach, Men's Hockey: Men's Hockey

Stephen Maio
Janitor: Shared Facilities

Chris Maki
Janitor: Shared Facilities

Sue Maki
Dir, Conference & Event Svcs: Mitchell Auditorium

Jonna Marholz
Senior Financial Aid Counselor: Financial Aid Office

Terry Marholz
Controller: Finance

Maribeth Mark
Marketing Planner: Marketing Admin and Planning
Angela Mason  
Library Assistant: Library

Daniel Matthews  
Graphic Designer: Marketing Admin and Planning

Margaret McBride  
Learning Technologist: Academic Technologies

Barbara McDonald  
President: Administration

Carleen McMillan  
Exec Admin Asst to President: Senior Administration

Mark McPhail  
PC Support Specialist II: Technical Services

Amanda McQueary - MA  
Coord, Educational Exp, NSG: SON Admin

Karen Mehle  
Educ Exp/Admin Coord, EDU: GTL

Michael Meister  
Janitor: Shared Facilities

Mark Merrill  
Housekeeper, 2nd Shift: Facilities Services

Mary Meyer  
Special Events Coordinator: Admissions Admin

Oliver Meyer  
Assoc Dir/Admissions: Admissions Admin

Frances Micken  
Office Specialist, Facilities: Shared Facilities

Natalia Miller  
Dir, Office of Int'l Programs: Office of International Programs

Susanna Miller  
Academic Coordinator, SWK: Social Work

Eric Mistry - MA, MBA  
Inst Tech-Dig Media Specialist: Technology Fee  
Master of Arts: Educational Technology Leadership from The George Washington University in DC.

Dana Moore  
Head Coach, Volleyball: Volleyball

Katie Morford  
Grants Management Specialist: Foundation & Govt Relations

Judith Morwood - A.A.S.  
Coordinator, School of Science: SSC Admin

Christopher Mueller  
VP, College Advancement: College Advancement

Laura Munson  
Online Student Advisor, HIM: Health Info. Mgmt.-Masters Prog.

Ronni Murphy  
Financial Aid Counselor: Financial Aid Office
N

Carol Nelson
Admin Asst./ETS: VP Dean of Student Affairs

Michael Netland
Maintenance Engineer: Shared Facilities

Amanda Nix
Admissions Proc Coord, GR: GEO Enrollment

Eric Nordgren
Program Manager, HIM: HIM

O

Roberta Oberpriller
Dir, Bus Analyst/Project Mgmt: IT Business Analysis

Peggy Ocel
Manager, User Services: Help Desk

Shawn Olesewski
Coord., Outdoor Recreation: Pursuit

Pam Olson - Advisor, Non-Traditional Nursing
Online Student Advisor, RN/BS: Dept of RN to BS Nursing

Chad Oppelt
Assoc Dir, NSG/Health Services: GEO Enrollment

Tim Orlowski
Manager, Maintenance: Shared Facilities

Andrew Ortman
Oracle DBA/ERP System Admin.: Academic Technologies

P

Brenda Panger
Associate Director: Admissions Admin

Lee Parker
Regional Admissions Counselor: Trad'l Main Enrollment

Jaymeson Parsons
Admissions Counselor: GEO Enrollment

Christine Pasek
System Administrator, Web/IT: Enterprise Information Systems

Katherine Patronas
Marketing Planner: Marketing Admin and Planning

Rockwell Patten
Head Coach, Tennis: M & W Tennis

Jeffrey Pearson
Veteran Recr & Retention Cnsr: GEO Enrollment

James Pederson
Vehicle & Grounds: Shared Facilities

Craig Perrault
Janitor: Shared Facilities

Megan Perry-Spears
Dean of Students: VP Dean of Student Affairs

Rachel Phelps-Horton
Academic Coordinator, McNair: VP Dean of Student Affairs

Rachael Platt
Specialist, Help Desk: Technology Fee

James Pounds
Media Spec/Marketing Planner: Marketing Admin and Planning

Sarah Prom
OneStop Counselor: One Stop Student Services

Nicholas Rardin
Athletic Trainer, Certified: Athletic Trainers

Melissa Ratai
Admin Asst/Elec Recrd Adm, SHS: Health Service

William Reichelt
Director, Data Analytics: Information Technology Director

Joseph Rembowicz
Admissions Counselor: Extended Studies-St. Paul

David Reyelts
Head Coach, Women's Soccer: Womens Soccer

Darrin Reynolds
Oracle DBA/ERP System Admin: Enterprise Information Systems

Thomas Rheaume
Head Trainer, ATH: Athletic Trainers

David Robinson
Asst Soccer Coach: Mens Soccer

Jesse Robinson
Asst AD, Athl Comm & Game Mgmt: Sports Information Director

Linda Rogentine
Director, OneStop Student Svcs: One Stop Student Services

Pablo Romo
Janitor, 3rd Shift: Shared Facilities

Callie Ronstrom
Education Abroad Advisor: Office of International Programs

John Rosasco
Housekeeper, Morning Shift: Facilities Services

William Rose
Admin Spec, Undergrad Nursing: SON Admin

Janet Rosen
Assoc VP, College Advancement: Foundation & Govt Relations

Lisa Roseth
Exec Dir, Alumni Engagement: Alumni Office
William Rossing
Manager, Network Services: Network Services

Steven Rowan
Janitor: Shared Facilities

Wendy Ruby
Admin Assistant, UB/UBMS: Counseling Services

Michele Runberg
Admin Asst, Student Affairs: VP Dean of Student Affairs

Michelle Ruszat
Coord, VIP Program: Violence Intervention Program

S

Renee Saamanen - MBA
Asst Director, Enrollment Serv: Transitional Doctor of PT

Chad Salmela
Head Coach, Cross Country: Mens & Womens Cross Country

Ira Salmela
Exec Dir, Mktg/Comm: Marketing Admin and Planning

Christine Sandal - BS, RN
Clinic Manager, SHS: Health Service

Arthur Sasse
Mgr, Telecommunications: Telecommunications

Dawn Savela
Manager, Saints Shop: Saints Shop

Lindsay Schall
Executive Director: GEO Enrollment

Garett Schoenfelder
Certified Athletic Trainer: Athletic Trainers

Kyle Schoenwald
Counselor, OneStop: One Stop Student Services

John Schottenbauer
Media Services Tech Specialist: Audio Visual Services

Nikki Schutte - MS
Senior Instructional Designer: Academic Technologies

Michael Scott
Janitor: Shared Facilities

Kevin Seime - MFA
Designer/Director, Theatre: Theater Productions

Kaitlyn Selleck
Coord, Student Activities: Student Activities

Tyler Selleck
Buyer: Shared Facilities

Jane Sims
Dir, Acad Tech & Online Learng: Academic Technologies
Stephanie Sklors  
Asst Dir & Program Coor/UB: Counseling Services

Gwen Smith - MEd, RHIA  
Online Student Advisor, HIM: HIM Progression

Roy Smith  
Master Electrician: Shared Facilities

Tiffany Snider  
Assistant Director, SSS: Counseling Services

William Sobyra  
Campus Security Officer: Shared Facilities

Daniel Soulier  
Native Student Rec/Success Spc: Institutional Diversity

Julie Speikers - MA  
Financial Aid Counselor: Financial Aid Office

David Staniger  
Head Coach, Men's Basketball: Mens Basketball

David Steen  
Counselor, OneStop: One Stop Student Services

Sarah Stewart  
Crd, Multi Cultural Stu Success: Institutional Diversity

Maria Stuber  
HC Nordic Ski/AC Cross Country: Nordic Skiing

Kevin Suliin  
Cashier, OneStop: One Stop Student Services

Sarah Sundquist  
Admin Specialist, NSG: SON Admin

Jennifer Swanson  
Payroll Coordinator: Finance

Brandon Swartz  
Asst Baseball Coach: Men’s JV Baseball

T

Carrie Taylor Kemp  
Employer Relations Associate: Career Services

Mark Taylor  
Carpenter: Shared Facilities

Breanne Tepler  
Assistant Director: GEO Enrollment

Anna Tester  
Coord, Intramurals & Gr Fitness: Campus Recreation

Inga Thompson  
Medical Assistant: Health Service

Sandra Thoreson - BS  
Admin Assistant II, Nursing: SON Admin
Zoe Torgersen - MA, LPC, LADC
CLEAN Coord/Mental Hlth Therap: Recovery Program

Donna Trettel
Housekeeper: Facilities Services

Jenny Truebenbach
Counselor, Fin Aid (online): Financial Aid Office

Mark Turner
Campus Security Off., 2nd shft: Shared Facilities

Michael Turner
Manager, Safety & Security: Shared Facilities

U

Patricia Ullan
Sr Admin Asst, Accounting Tech: Finance

V

Emily Valine
Admin Asst/Staff Accompanist: Music

Terri Van Reese
Interim HR Executive: Human Resources

Julianne Vasichek
Asst Coach, Women's Hockey: Women's Hockey

Julian Vela
Coord, McNair Scholars Program: VP Dean of Student Affairs

Diane Vertin
Interim VP, Academic Affairs: Academic Affairs

W

Kevin Wagner
Asst Coach, Track & Field: Track & Field

Rachel Wakefield
Benefits Specialist: Human Resources

Kirsten Walker
Director, Educ Talent Search: VP Dean of Student Affairs

Julie Walkowiak
Specialist, Acquisitions/LIB: Library

Melissa Watschke - MSW, LGSW
Dir, Disability Resources: Center for Equal Access
Licensed Graduate Social Worker

Katie Wayne - MA
Assoc Dir, Education/SBT: Extended Studies - St. Cloud

Laura Weeks
Business Analyst, Technical: IT Business Analysis

Sarah Wells
Counselor, Schwab: Counseling Services

Shawnacy Wells
Data Coord/Admissions Assit.: Trad'l Main Enrollment

Jennifer Widstrom - MS
Wellness Programmer: Well U Fac/Staff

Lucas Wittmer
Janitor: Shared Facilities

Nathan Wright
Associate Director, FA: Financial Aid Office

Alexis Wyss
Admin Assistant, NCCSE: Center for CS Education

Z

Julie Zaruba Fountaine - MS, MBA
Wellness Coordinator: Health Service

Cheryl Zupec - MA, BFA
Marketing Planner: Marketing Admin and Planning
Barbara McDonald, President

Barbara McDonald is the chief administrative officer of the College. She works with the Board of Trustees to build a shared vision for St. Scholastica's continued growth and excellence. With the presidential staff she plans and implements strategies for achieving the vision.

Ben Adams, Chief Information Officer

As Chief Information Officer, Ben Adams provides strategic leadership of Information Technology resources to advance the College’s mission and goals. He represents the IT Department at an institutional level on the President’s Cabinet and plays a key role in integrating technology and data strategically across the institution.

Ellen Johnson, Vice President for Enrollment Management

Ellen Johnson is the College’s vice president for Enrollment Management. She leads the development of the College’s enrollment management strategy to ensure strategic enrollment growth and stability while ensuring alignment with the College’s mission, vision, strategic plan and inclusive excellence 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.

Chris Mueller, Vice President for College Advancement

Chris Mueller is the Vice President for College Advancement. He oversees St. Scholastica’s strategic operations in advancement, which includes fundraising, alumni engagement, and foundation and government relations.

Phil Rolle, Interim CFO/Vice President for Finance

Phil Rolle is the interim chief financial officer of the College. He is responsible to the president for the overall direction of St. Scholastica’s business and financial activities, including information technology and facilities management.
Diane Vertin, Interim Vice President for Academic Affairs

Diane Vertin is the College’s interim vice president for Academic Affairs. She serves as a leader and stabilizing force in the College’s academic mission, with an appreciation of its Catholic Benedictine heritage and commitment to graduating well-rounded professionals grounded by a liberal arts education.
Board of Trustees

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Bruce W. Stender, Ph.D.

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Charles E. House
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Alumni Association

For information on the Alumni Association, please visit:

http://www.css.edu/alumassoc