

**GRADUATE**

**CATALOG**



**WESTMINSTER  
UNIVERSITY**

2024-25

# TABLE OF CONTENTS

<b>Section Heading</b> .....	<b>3</b>
2024-2025 Graduate Academic Catalog.....	3
<b>About</b> .....	<b>4</b>
About Westminster University.....	4
Administration and Faculty.....	6
<b>Academics</b> .....	<b>13</b>
2024–2025 Academic Calendar.....	13
Academics.....	14
Degree Requirements.....	16
Grading and Academic Standards.....	16
Policies and Procedures.....	18
<b>Graduate Admission, Expenses, and Financial Aid</b> .....	<b>23</b>
Expenses.....	23
Financial Aid.....	25
<b>Additional Program Requirements for Admission</b> .....	<b>29</b>
Master of Science in Clinical Mental Health Counseling (MSCMHC).....	29
MBA, MBA in Technology Commercialization, and Graduate Certificate.....	29
Master of Accountancy (MACC).....	29
Master of Arts in Community and Organizational Leadership (MACOL).....	30
Master of Arts in Teaching (MAT).....	30
Master of Education (MED).....	30
Doctor of Nursing Practice (DNP).....	31
Doctor of Nursing Practice - Nurse Anesthesia (DNP-NA).....	31
Master of Public Health (MPH).....	34
Master of Science in Nursing: Family Nurse Practitioner (MSN:FNP).....	34
Admission to the University.....	34
<b>Graduate Programs and Requirements</b> .....	<b>38</b>
<b>Bill and Vieve Gore School of Business Programs</b> .....	<b>38</b>
Graduate Business Certificates.....	38
Master of Accountancy (MACC).....	40
Master of Business Administration (MBA).....	42
Master of Business Administration in Technology Commercialization (MBATC).....	45
Project-Based Master of Business Administration (PMBA).....	48
<b>School of Education Programs</b> .....	<b>55</b>
Master of Arts in Community and Organizational Leadership (MACOL) .....	55
Master of Arts in Teaching (MAT).....	61
Master of Education (MEd.).....	71
<b>School of Nursing and Health Sciences Programs</b> .....	<b>78</b>
Doctor of Nursing Practice (DNP).....	78
Doctor of Nursing Practice - Nurse Anesthesia (DNP-NA).....	79
Master of Public Health (MPH) and Graduate Certificate in Public Health.....	81
Master of Science in Clinical Mental Health Counseling.....	83
Master of Science in Nursing - Family Nurse Practitioner (MSN-FNP).....	88
<b>Courses</b> .....	<b>91</b>
All Courses.....	91

## SECTION HEADING

### 2024-2025 GRADUATE ACADEMIC CATALOG

## Westminster University's Graduate Programs

### College of Arts and Sciences, School of Education

Program Requirements	Course Descriptions
Master of Arts in Community and Organizational Leadership  Graduate Certificate in Community Leadership  Graduate Certificate in Organizational Leadership  Graduate Certificate in Trauma-Responsive Leadership	Master of Arts in Community and Organizational Leadership Courses
<b>Master of Arts in Teaching</b>	<b>Master of Arts in Teaching</b>
<b>Master of Education</b>  Graduate Certificate in Trauma-Responsive Education  Graduate Certificate in Teaching Adult and Higher Education  Graduate Certificate in Teaching English to Multilingual Learners	<b>Master of Education Courses</b>

Program Requirements	Course Descriptions
Master of Accountancy	Master of Accountancy Courses
Master of Business Administration	Master of Business Administration Courses
Master of Business Administration in Technology Commercialization	Master of Business Administration in Technology Commercialization Courses

### School of Nursing and Health Sciences

Program Requirements	Course Descriptions
<b>Master of Public Health</b>  Graduate Certificate in Public Health	<b>Master of Public Health Courses</b>
<b>Master of Science in Clinical Mental Health Counseling</b>  Graduate Certificate in Adventure Therapy	<b>Counseling and Counselor Education Courses</b>
<b>Master of Science in Nursing, Family Nurse Practitioner</b>	<b>Master of Science in Nursing, Family Nurse Practitioner Courses</b>
<b>Doctor of Nursing Practice</b>	<b>Doctor of Nursing Practice Courses</b>
<b>Doctor of Nursing Practice, Nurse Anesthesia</b>	<b>Doctor of Nursing Practice, Nurse Anesthesia Courses</b>

### Bill and Vieve Gore School of Business

Program Requirements	Course Descriptions
<b>Graduate Business Certificates</b>  Graduate Certificate in Professional Accounting  Graduate Certificate in Business Management  Graduate Certificate in Executive Leadership  Graduate Certificate in Quantitative Business Skills  Graduate Certificate in Executive Financial Management  Graduate Certificate in Technology Commercialization	

### International Partnership for Service Learning (IPSL)

Program Requirements	Course Descriptions
<b>Master of Arts in Community Organizing and Social Activism</b>	IPSL courses
<b>Master of Arts in International Development and Service</b>	

# ABOUT

## ABOUT WESTMINSTER UNIVERSITY

Westminster University is a private, accredited, and comprehensive liberal arts institution in Salt Lake City, Utah. Students experience the liberal arts through engaging and well-developed academic programs in a supportive atmosphere.

Since the university's founding, Westminster has remained dedicated to providing life-changing learning experiences for undergraduate and graduate students. Expert faculty focuses on teaching, learning, and developing distinctive, innovative programs. Students thrive on Westminster's Sugar House campus with access to the Rocky Mountains, downtown Salt Lake City, and many of Utah's natural wonders.

## Mission

Westminster University is a private, independent university dedicated to student learning. We are a community of learners with a long and honored tradition of caring deeply about students and their education. We offer liberal arts and professional education in undergraduate, selected graduate courses, and other innovative degree and non-degree programs. Students experiment with ideas, raise questions, critically examine alternatives, and make informed decisions. We encourage students to assume responsibility for their learning, to discover and pursue their passions, and promote more equitable and sustainable communities.

Our purpose is to prepare students to lead lives of learning, accomplishment, and service and to help them develop skills and attributes vital for success in a diverse and interdependent world. We promote distinct approaches toward engaged learning that emphasize theory and practice in our academic and co-curricular programs. Grounded in a culture of imagination and innovation, we pursue excellence while promoting inclusiveness and respect for differences.

## History

Westminster University has played a pivotal role in the educational heritage of the intermountain area. Founded in 1875 as the Salt Lake Collegiate Institute, a preparatory school, Westminster first offered classes in 1897 as Sheldon Jackson College. Named in honor of its primary benefactor, Sheldon Jackson, the college operated for many years on the Collegiate Institute campus in downtown Salt Lake City.

Gradually, the institute became identified as the college preparatory department, and high school classes continued to be an integral part of the curriculum until 1945. In 1902, trustees adopted the new name, Westminster. Moving to its present location in 1911, Westminster became the first accredited two-year junior college in the intermountain area. In 1935, Westminster modified its curriculum to qualify as a four-year junior college. Later, in 1949, Westminster became a four-year liberal arts institution offering baccalaureate degrees in the arts and sciences.

Today, Westminster exists as a fully independent, privately funded, nondenominational, comprehensive liberal arts institution of higher learning with undergraduate, graduate, and professional and continuing programs, meeting the West's educational needs as it has since 1875.

## Core Values

As members of the Westminster University community, we are committed to the following values:

- Impassioned teaching and active learning
- Respect for diverse people and perspectives
- Collaboration and teamwork
- Personal and social responsibility
- University-wide excellence
- High ethical standards

## Educational Goals

To develop the skills and attributes crucial for success, Westminster graduates will achieve the following university-wide learning goals:

- **Critical Thinking**– Students will comprehensively explore issues, ideas, artifacts, events, and other positions, before accepting or formulating an opinion or conclusion.
- **Creativity**– Students will combine or synthesize new ideas, practices, or expertise in original ways that are characterized by innovation, divergent thinking, and risk taking.
- **Collaboration**– Students will demonstrate self-awareness, understanding of effective group dynamics, and project management skills.
- **Communication**– Students will communicate ideas to audiences in oral, visual, and written forms to establish knowledge, to increase understanding, or to advocate for a particular position.
- **Global Responsibility**– Students will (i) employ practices informed by social responsibility across the spectrum of differences and (ii) demonstrate knowledge of and evaluate solutions for, challenges affecting local, regional, and global communities.

## The Campus

Westminster University is a private, comprehensive university situated on 27 acres in the Sugar House neighborhood of Salt Lake City it is close to the outdoors, the arts, Utah Capitol, and the downtown business district, allowing you to cultivate a rich, well-rounded university experience in and outside of the classroom. Students residing on campus or in nearby housing are just 10 minutes from downtown, 15 minutes from nearby canyons, and less than an hour away from 10 world-class ski resorts. Many arts, cultural, and professional sporting events, volunteer opportunities, and opportunities to gain professional work experience are available to students year-round within the city.

Westminster has 39 facilities. The flagship building of campus, Converse Hall, features admissions offices, classrooms, art studios, and a bell tower. Richer Commons, between Converse and the Shaw Student Center, makes the center of campus a great place for students to study, relax, and spend time with friends outdoors.

Westminster offers a number of housing options for students living on campus, including different building style options. Hogle and Carleson Halls on the Westminster campus feature traditional style double occupancy rooms. Olwell, Behnken, and Stock Halls on the Westminster campus feature apartments with single occupancy rooms. And, university-owned houses next to campus feature single occupancy rooms.

The Shaw Student Center is the hub of student activity. Shaw houses the cafeteria, Winged Scholar Coffee, Associated Students of Westminster office, campus bookstore, Career Center, Campus Concierge, Counseling Center, Student Health Services, the Dean of Students, Student Life, and Interfaith and Spirituality offices.

The Bassis Center for Student Learning includes the institution's indoor student commons which features an architectural skylight, fireplace, and solar light gathering tubes that bring in natural light. Bassis is also home to the Dumke Center for Civic Engagement, the Environmental Center, Student Engagement and Belonging, the Writing Center, and photography labs.

Giovale Library is Westminster's state-of-the-art library and information services center, and a member of the Utah Academic Library Consortium. The library's physical location and online resources provide students, faculty, and staff with a collection of books, journal subscriptions, streaming videos, DVDs, maps, microforms, electronic journals, electronic books, online electronic databases, and research guides. All online resources are also available from off-campus via a proxy server. The library also has multiple areas dedicated to student learning including group study areas, a multimedia classroom, media viewing areas, a computer lab, an information commons area, and individual study carrels, all of which have wireless internet access. Additionally, the library staff is well-trained to assist students, staff, and faculty in formal classes or on an individual basis with accessing various databases, locating materials, and evaluating information. The library also houses the Information Services help desk, where students, faculty, and staff can get technology assistance, and the Testing Center, which administers paper, pencil, and computer-based exams for students who require testing accommodations outside the time, space, or conditions of the classroom.

The Jewett Center for the Performing Arts houses the learning and performance spaces for Westminster's performing arts academic programs. The center includes the Vieve Gore Concert Hall, Jay W. Lees Courage Theatre,

Dumke Student Theatre, choral and music rooms, theatre rehearsal spaces, and a larger foyer for public receptions and art exhibits.

Located next to the Jewett Center for the Performing Arts is Florence J. Gillmor Hall. This 26,000-square-foot facility allows Westminster to better serve its performing and visual arts students through state-of-the-art classroom, rehearsal, performance, and display spaces. The building also includes a 93-seat recital hall, a costume studio, an expanded scene shop, and a grand lobby for art shows and receptions.

The Bill and Vieve Gore School of Business building includes interactive classrooms that facilitate discussion and case analysis, the Westminster Center for Financial Wellness (which enables students to bridge the theoretical and practical components of finance), the Behavioral Simulation and Team Learning Lab (which simulates group, teamwork, and interpersonal relationships), mentor-team rooms for students working on projects, and faculty offices. Foster Hall, Malouf Hall, Dick, and Payne Gymnasium house a variety of additional classrooms and faculty offices. Malouf Hall houses the nursing anesthesia skills lab which includes a simulation laboratory to support experiential learning. The Eccles Ceramics Center houses Westminster's ceramic art classes, including wheel-thrown and hand-built pottery.

The Meldrum Science Center is a four-story, 60,000-square-foot facility which features 14 high-tech classrooms with integrated laboratories and five dedicated research labs designed to support active, hands-on learning to prepare students to be critical thinkers and problem solvers. Meldrum provides space for undergraduate research, which is an important aspect of Westminster's inquiry-based liberal arts curriculum and a significant factor in the success of graduates. Meldrum's layout clusters faculty offices and student workspaces to promote interaction and cross-disciplinary learning. As a LEED® Platinum certified building, Meldrum is also the university's most visible example of sustainability in action. Among Meldrum's many energy-saving features are a rooftop 20kW solar panel system, use of ambient light and recycled water, and locally sourced building materials.

Walker Hall houses the Center for Veteran and Military Services, the Office for Global Engagement, and mail services. Bamberger Hall houses various campus administrative offices.

Nunemaker Place, home to the Honors College, serves as a gathering place for Honors students, staff, and faculty. Nunemaker is located beside Emigration Creek.

The Dolores Doré Eccles Health, Wellness, and Athletic Center (HWAC) first and second floors house a fitness complex featuring a gymnasium, climbing wall, swimming pool, fitness and training center, lockers, and training space. HWAC's third floor is home to the university's renowned School of Nursing and Health Sciences, which provides classrooms, offices, and a Skills Center that includes a state-of-the-art simulation laboratory to support experiential learning for students at all levels of nursing education.

Dumke Field and underground parking structure houses Westminster's soccer and lacrosse teams as well as other intramural and club sports. Westminster University Athletics is a member of the Rocky Mountain Athletic Conference (RMAC) and NCAA Division II. Westminster currently has 17 NCAA II sports teams and 7 non-NCAA sports teams, including: basketball (men's and women's), cross country (men's and women's), golf (men's and women's), alpine skiing (men's and women's), lacrosse (men's and women's), soccer (men's and women's), indoor/outdoor track and field (men's and women's), and volleyball (women's). Westminster's snowboard teams are members of the United States Collegiate Ski and Snowboard Association (USCSA). The Men's Soccer Club, Cycling Club, and the Spirit Team (cheer and dance) are non-affiliated programs in Athletics. The cycling team (men's and women's) is affiliated with USA Cycling and the Inter-mountain Collegiate Cycling Conference (ICCC).

## The Faculty

There are approximately 111 full-time faculty and 133 adjunct instructors who teach at Westminster University. Of the full-time faculty, more than 93% hold the highest degree available in their fields. Among the members of the faculty are published writers, active scholars, and many who left successful professional careers to teach.

Westminster faculty bring noteworthy scholars, performers, business leaders, and community advocates to campus through several lecture series. The Anne Newman Sutton Weeks poetry series brings distinguished poets from around the world. The Tanner-McMurrin Lecture Series attracts an outstanding scholar in the history and philosophy of religion each spring.

The Bastian Foundation Diversity Lectures Series helps focus the university's commitment to diversity, equity, and inclusion. The Kim T. Adamson Chair and annual lecture brings international perspectives to disciplines and majors throughout the university. The Westminster Concert Series features Westminster music faculty and other superb local and out-of-state musicians—many of them nationally or internationally respected—in the Vieve Gore Concert Hall.

## The Students

Deeply committed to each student's success, Westminster University is a challenging and supportive community of learners where students take full advantage of our campus, the city, and the mountains. In the Fall of 2023, Westminster enrolled approximately 1,214 students (895 undergraduate and 319 graduate students). In the Fall of 2023, 55% of first-time first-year students enrolled were from Utah, while 40% were from out of state and 5% were international or non-resident students.

## Academics

Westminster offers 38 undergraduate majors (conferring BA, BS, BBA, and BFA degrees) and 12 graduate programs. In addition to 39 undergraduate minors, Westminster also offers various emphases/concentrations/tracks within majors and programs, a unique degree or certificate through the Honors College; advising paths for pre-professional health, pre-med and pre-law; and Chinese, Japanese, Latin, and Human Performance and Wellness course-only areas of study. Westminster also offers a 3+2 Engineering program that allows students to explore their interests in a liberal arts setting and begin to prepare for a career in engineering before completing studies at a partner school. All areas of Westminster's academics make extensive use of technology in the curriculum. Network connections are available in all classrooms and technology assistance is available on campus seven days a week for students, faculty, and staff.

All undergraduate and graduate students are encouraged to showcase their research at the annual Student Showcase, an all-day event that recognizes the academic achievement of students engaged in high-level research under the guidance of university faculty members. Many students also have the opportunity to present their work at national conferences or have it published in *The Myriad*, Westminster's student-published academic journal.

## Student Handbook

The Student Handbook is an essential guide for Westminster students. It outlines crucial information for community living at Westminster. The Student Handbook is available for download or viewing on the Westminster website. The Student Handbook contains information on:

- Academic Integrity
- Westminster Community Standards
- Code of Student Conduct
- Residential Student Living
- Campus Safety & Policies
- Student Rights & Responsibilities
- Campus Resources

## Accreditation and Affiliation

Westminster University is accredited by the Northwest Commission on Colleges and Universities.

- The Bill and Vieve Gore School of Business is accredited by the Association of Collegiate Business Schools and Programs
- The Nursing Programs are accredited by the Commission on Collegiate Nursing Education, the Council on Accreditation for Nursing Anesthesia Program, and the Council on Education for Public Health
- The Doctorate in Nursing Practice program has been approved by the Northwest Commission of Colleges and Universities. The Doctor of Nursing Practice - Nurse Anesthesia program has received full accreditation from the Council on Accreditation (COA).
- The Master of Public Health program is accredited by the Council on Education for Public Health
- The Master of Science in Mental Health Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs

## About

- The School of Education teacher licensure programs are accredited by the Association for Advancing Quality in Educator Preparation (AAQEP):
  - Elementary Education, undergraduate and Master of Arts in Teaching
  - Secondary Education, Master of Arts in Teaching

Programs at Westminster University are approved for veterans' benefits, and the university is authorized under Federal law to enroll non-immigrant students.

In addition, the university is a member of:

- American Association of Colleges and Universities
- American Council on Education
- American Association of Colleges of Nursing (AACN)
- Association of Collegiate Business Schools and Programs (ACBSP)
- Association to Advance Collegiate Schools of Business (AACSB)
- Commission on Collegiate Nursing Education (CCNE)
- Council for Adult and Experiential Learning
- Council for Independent Colleges (CIC)
- Council for the Advancement and Support of Education (CASE)
- Council on Accreditation of Nurse Anesthesia Education Programs (COA)
- Council on Education for Public Health (CEPH)
- National Association of Independent Colleges and Universities (NAICU)
- National Collegiate Honors Council
- National League of Nursing (NLN)
- Western Interstate Commission on Higher Education

Westminster is an independent, freestanding, nonsectarian, self governing university.

This academic catalog describes the regulations, policies, fees, and curriculum at the time of its publication. The Board of Trustees reserves the right to change tuition and fees, to make changes in curricular offerings, academic and other policies, activate or eliminate courses and/or programs at any time. Students who enroll at the university in actuality give their implied consent to abide by all the policies and regulation contained herein, in the Student Handbook, and in program bulletins. All statements herein are true and correct as of the time of publication. Westminster University reserves the right to make any changes, deletions, or revisions it deems necessary from time to time. Students and faculty will be so informed through normal channels. Substantive changes to this catalog are kept on file in the Registrar's Office.

## Non-Discrimination Statement

Westminster University does not discriminate based on race, color, pregnancy, childbirth, or pregnancy-related conditions, age, religion, national origin, disability, sex, sexual orientation, gender identity, religion, military status, and genetic information, or other legally protected status. The university's commitment to nondiscrimination applies to students, employees, and applicants for admission and employment.

Westminster University has policies and procedures to ensure compliance with all related federal and state legislation and regulation including the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1972; the Americans with Disabilities Act (ADA); the Age Discrimination Act; and the Age Discrimination in Employment Act.

## Inquiries

Letters of inquiry concerning the university may be addressed to:

Admissions Office  
Westminster University  
1840 South 1300 East  
Salt Lake City, Utah 84105

Phone: [801.832.2200](tel:801.832.2200) (local) or [1.800.748.4753](tel:1.800.748.4753)

## ADMINISTRATION AND FACULTY

### Board of Trustees

#### Officers

Position on Board	Name	Professional Title
Chair	Preston Chiaro	Retired Executive, Rio Tinto
Vice Chair	Amy Wadsworth	Retired Educator
Secretary	Amy Wadsworth	Retired Educator
Treasurer	William "Bill" Orchow	Retired President & CEO, Kennecott Materials

#### Board Members

Name	Professional Title	Location
Kim T. Adamson	Chief Warrant Officer-5 (Retired), U.S. Marine Corps, Utah Senior Justice Court Judge	Tucson, Arizona
Preston Chiaro	Chair, Westminster Board of Trustees, Retired Group Executive for Technology and Innovation, Rio Tinto	Salt Lake City, Utah
Kim Cordova	Attorney	Salt Lake City, Utah
Nancy Deford	Vice President, Deford Ltd., Retired Superintendent, Park City School District	Virginia Beach, Virginia
Bethami Dobkin	President, Westminster University	Salt Lake City, Utah
Ray Etcheverry	Attorney	Salt Lake City, Utah
Bing L. Fang	Retired CEO, AMT Labs, Inc.	Bountiful, Utah
Thomas Fey	President and CEO, Blinkers USA, Inc.	Park City, Utah
Danny Giovale	Founder and President, Kahtoola Inc.	Flagstaff, Arizona
Terry Grant	President, KeyBank of Utah	Salt Lake City, Utah
Keri Hale	Director of Charitable Giving	Salt Lake City, Utah
Thomas Kroesche	Attorney	Costa Mesa, California
Adam Mangone	CEO, Mangone & Co, LLC & Mangone Ventures	Seattle, Washington
Jerilyn McIntyre	Independent Writer	Salt Lake City, Utah
Muffy Mead-Ferro	Author, Creative Director, Cardon-Ferro Creative	Salt Lake City, Utah

Name	Professional Title	Location
Peter Michell	Retired Financial VP	Fountain Hills, Arizona
O. Wood Moyle, IV	Trustee, R. Harold Burton Foundation	Salt Lake City, Utah
L. Jackson Newell	Professor Emeritus and President Emeritus	Salt Lake City, Utah
William "Bill" Orchow	Retired President & CEO, Kennecott Minerals Company	Salt Lake City, Utah
Catherine Putnam-Netto	Vice-Chair, Westminster Board of Trustees, Pastoral Associate & Community Activist, Wasatch Presbyterian Church	Salt Lake City, Utah
Robert Rendon	Senior Vice President & Community Development Director, Zions Bank	Salt Lake City, Utah
Engles Tejeda	Trial Attorney, Holland and Hart	Salt Lake City, Utah
Amy Wadsworth	Secretary, Westminster Board of Trustees, Retired Chief Administrative Officer and Founder, Salt Lake Arts Academy	Salt Lake City, Utah

## President's Cabinet

Name	Title
Bethami Dobkin	President
Deborah Tahmassebi	Provost
Peter Greco	Vice President and Chief Information Officer
Debra Glenn	Vice President for Finance and Administration
Erica Johnson	Vice President of Enrollment Management
Daniel Lewis	Vice President for Institutional Advancement
Kathryn Holmes	Secretary of the Corporation, General Counsel, and Chief Risk Officer
Tamara Stevenson	Vice President for Diversity, Equity, and Inclusion
Glenn Smith	Vice President of Student Affairs and Dean of Students
Sheila Yorkin	Chief Marketing Officer
Emmalee Szwedko	Executive Assistant and Director of Board Relations

## The Faculty

### The Honors College

Name	Education	Title
Richard Badenhause	B.A., 1984, Colgate University; M.A., 1986, Ph.D., 1989, University of Michigan	Professor, Honors; Dean
Russell Costa	B.A., 2001, Middlebury College; M.S., 2005, Ph.D., 2010, University of Utah	Professor, Honors, Neuroscience
Alicia Cunningham-Bryant	B.A., 2006, University of California; M.Phil, 2010, Yale University; Ph.D., 2012, Yale University	Professor, Honors
Connie Etter	B.A., 2002, Concordia College; M.A., 2007, Ph.D., 2012, Syracuse University	Associate Professor, Honors, Justice Studies
Nick Pollock	B.A., 2011, Colgate University; M.S., 2013, University of Washington; Ph.D., 2019, Boise State University	Assistant Professor, Honors, Geology
Julie Stewart	B.A., 1993, Cornell University; M.A., 1999, Tulane University; Ph.D., 2006, New York University	Professor, Honors

### College of Arts and Sciences

Name	Education	Title
Ranjan Adiga	B.A., 1997, Punjab University; MFA, 2006, University of North Carolina; Ph.D., 2013 University of Hawaii	Associate Professor, Literature, Media, and Writing
Jonathan Amburgey	B.A., 2004, University of Kentucky; M.S., 2007, Ph.D., 2012, University of Utah	Associate Professor, Psychology
Deyanira Ariza-Velasco	B.A., 1991; M.A., 1996, Ph.D. 2002, University of Utah	Associate Professor, Spanish
Kelly Asao	B.A., 2008, University of Pennsylvania; PhD., 2017, University of Texas, Austin	Assistant Professor, Psychology
David Baddley	B.F.A., 1983; M.F.A., 1987, University of Utah	Professor, Art
Spencer Bagley	B.S., 2006, University of Utah; M.S., 2010, University of Utah; Ph.D., 2014, San Diego University	Associate Professor, Math

Name	Education	Title
Matthew J. Baker	B.A., 2000, Brigham Young University; M.A., 2004, University of Minnesota; Ph.D., 2008, University of Utah	Associate Professor, Communication
Kara Barnette	B.A., 2005, Gustavus Adolphus College; M.A., 2009, Ph.D., 2012, University of Oregon	Associate Professor, Philosophy
Bonnie Baxter	B.S., 1988, Elon University; Ph.D., 1994, University of North Carolina at Chapel Hill	Professor, Biology
Frank Black	B.A., 2000, Dartmouth College; Ph.D., 2008, University of California, Santa Cruz	Professor, Chemistry
Bradford (Bill) Bynum	B.S., 1983, Northwest Nazarene College; M.A., 1985, University of Colorado	Associate Professor, Mathematics
Eileen Chanza Torres	B.A., 2005, City College of New York; Ph.D., 2013, State University of New York	Associate Professor, Literature, Media, and Writing
Christine Clay	B.A., 1996, Colorado College; Ph.D., 2007, University of Utah	Professor, Biology/ Environmental Studies
Erin Coleman Serrano	B.A., 2002, Goshen College; M.F.A., 2008, Northern Illinois University	Associate Professor, Communication
Russell Costa	B.A., 2001, Middlebury College; M.S., 2005, Ph.D., 2010, University of Utah	Professor, Neuroscience, Honors
Jocelyn Cuthbert	B.S., 2013, Colorado State University; Ph.D., Utah State University	Assistant Professor, Biology
Jonas D'Andrea	B.S., 1991, United States Air Force Academy; M.A., 2004, Ph.D., 2008, University of Colorado	Professor, Mathematics
Christopher Davids	B.A., 2010, Cornell College; M.A., 2012, Ph.D., 2015, University of Missouri-Kansas City	Associate Professor, Psychology
Brandon Derfler	B.A., 1994, University of Utah; M.A., 1998, University of North Carolina; Ph.D., 2007, University of Washington	Associate Professor, Music
Georgiana Donavin	B.A., 1983, M.A., 1985, California State University, Sacramento; Ph.D., 1992, University of Oregon	Professor, Literature, Media, and Writing

Name	Education	Title
Connie Etter	B.A., 2002, Concordia College; M.A., 2007, Ph.D., 2012, Syracuse University	Associate Professor, Justice Studies, Honors
Gregory Gagne	B.S., 1986, Bentley College; M.S., 1990, University of Vermont	Associate Professor, Computer Science
Stephen Haslam	B.A., 1968, M.A., 1972, University of Utah	Assistant Professor, French
Helen Hu	B.S., 1995, Princeton University; Ph.D., 2003, University of Utah	Professor, Computer Science
Robyn Hyde	B.S., 1994, Northwest Nazarene University; Ph.D., 2001, University of Utah	Professor, Chemistry
Jessica Johnston	B.A., 2008, Washington and Jefferson College; Ph.D., 2014, University of Utah	Associate Professor, Chemistry
Julia Kamenetzky	B.A., 2008, Cornell College; M.S., 2010, Ph.D., 2014, University of Colorado-Boulder	Associate Professor, Physics
David Kimberly	B.A., 2006, Otterbein College; M.S., 2008, University of Texas at Tyler; Ph.D., 2013, Texas Tech University	Associate Professor, Biology
Matthew Kruback	B.F.A., 2002, Colorado State University; M.F.A., 2006, Arizona State University	Professor, Art
Jared Larkin	B.S., 1999, Southern Utah University; M.F.A., 2003, University of Illinois	Associate Professor, Theatre
Christopher LeCluyse	B.A., 1995, Oberlin College; M.A., 1997, Ph.D., 2002, The University of Texas at Austin	Professor, Literature, Media, and Writing
Kathryn Lenth	B.S., 2005, New Mexico Institute of Mining and Technology; M.S., 2009, New Mexico Institute of Mining and Technology; Ph.D., 2013, University of Wyoming	Associate Professor, Computer Science
Jingsai Liang	B.S., 2008, M.S., 2012, North China University of Technology; M.S., 2014, Ph.D., 2017, Middle Tennessee State University	Associate Professor, Computer Science
Julian Mendez	B.A., 2009, Eastern Washington University; M.A., 2011, Ph.D., 2014, University of Arizona	Associate Professor, Psychology



Name	Education	Title
Nicholas D. More	B.A., 1987, University of Notre Dame; Ph.D., 1995, University of Texas at Austin	Professor, Philosophy
Lance Newman	B.A., 1986, New College of Florida; M.A., 1993, Ph.D., 1998, Brown University	Professor, Literature, Media, and Writing
Matt Neves	B.A., 1996, Brigham Young University; M.B.A., 2001, Illinois State University; M.F.A., 2004, University of Exeter	Dean; Associate Professor, Fine Arts
Jeffrey Nichols	B.A., 1982, State University of New York College at Geneseo; Ph.D. 1998, University of Utah	Professor, History
Kristjane Nordmeyer	B.S., 1997, M.S., 2002, 2005, Ph.D., 2008, University of Utah	Professor, Sociology
Brent Olson	B.A., 1998, Carleton College; M.S., 2003, University of Denver; Ph.D., 2011, Syracuse University	Professor, Environmental Studies
David Parrott	B.S., 1990, Humboldt State University; M.A., 1993, Humboldt State University; Ph.D., 2003, Utah State University	Associate Professor, Biology
Nick Pollock	B.A., 2011, Colgate University; M.S., 2013, University of Washington; Ph.D., 2019, Boise State University	Assistant Professor, Honors, Geology
Michael A. Popich	B.A., 1968, University of Scranton; M.A., 1970, University of Notre Dame; Ph.D., 1980, State University of New York at Binghamton	Professor, Philosophy
Spencer Potter	B.S., 2011, Dixie State University; M.F.A., 2014, Utah State University	Associate Professor, Theatre
Paul Presson	B.A., 1992, Chapman University; M.A., 1994; Ph.D., 1997, University of New Hampshire	Associate Professor, Psychology
Xiumei Pu	B.A., Sichuan Normal University; M.A., Sichuan University; M.A., Georgia State University; Ph.D., 2103, University of Minnesota-Twin Cities	Associate Professor, Environmental Studies
Christopher Puckett	B.M., 2006, Wright State University; M.M., 2008, University of	Associate Professor, Music

Name	Education	Title
	Northern Colorado; D.M., 2016, University of Missouri – Kansas City	
Sean Raleigh	B.S., 2001, Vanderbilt University; M.A., 2003, Ph.D., 2008, University of California, San Diego	Professor, Mathematics
Mark Rubinfeld	B.A., 1980, University of Hartford; M.S.W., 1982, University of Connecticut; M.A., 1993, Ph.D., 1997, University of Massachusetts, Amherst	Professor, Sociology
Christine Seifert	B.S., 1997, M.A., 2000, North Dakota State University; Ph.D., 2005, Oklahoma State University	Professor, Communication
Stephanie Stroud	B.A., University of Washington, 2007; M.F.A., Pennsylvania State University, 2009	Associate Professor, Theatre
Bianca Thompson	B.A., 2009, Wellesley College; Ph.D., 2015, University of Hawaii at Manoa	Associate Professor, Mathematics
Krista Todd	B.A., 2002, University of Northern Iowa; Ph.D., 2013, University of California-San Diego	Associate Professor, Neuroscience
Meghan Wall	B.A. Wellesley College; M.S. University of North Carolina Chapel Hill; M.F.A. University of Utah	Associate Professor, Dance
Janine Wittwer	B.S., New York University; M.S., University of Chicago; Ph.D., University of Chicago	Professor, Mathematics
Kimberly Zarkin	B.A., 1992, James Madison University; M.A., 1994, Emerson College; Ph.D., 1998, University of Florida	Professor, Communication
Mike Zarkin	B.A., 1994, University of Minnesota-Twin Cities; M.A., 1997, Ph.D., 2000, University of Florida	Professor, Political Science
<b>School of Education</b>		
Margaret (Peggy) Cain	B.A., 1980, Wartburg College; M.A., 1983, Ph.D., 1998, University of Wisconsin-Madison	Professor, Education
Marilee Coles-Ritchie	B.S., 1987, University of Utah; M.A., 1993, School for International Training;	Professor, Education

Name	Education	Title
	Ph.D., 2006, University of Utah	
Shawn Coon	B.S., 2005, Utah State University; M.Ed., 2017, Westminster University; Ph.D., 2022, University of Utah	Assistant Professor, Education
Kellie Gerbers	B.A., 2008, University of Georgia; M.S., 2010, Ph.D., 2017, Florida State University	Associate Professor, Outdoor Education & Leadership
Lowell Oswald	B.A., B.S., 1983, University of Utah; M.S., 1988, Utah State University; Ph.D., 1995, University of Utah	Associate Professor, Education
Rebecca Penerosa	B.M., 2000, M.Ed., 2002, University of the Pacific-Stockton; Ph.D., 2016, University of Utah	Associate Professor, Arts Education
AJ Verkouw	B.S., 2013, Colorado State University-Pueblo; M.S., 2019, University of Utah	Assistant Professor, Outdoor Education & Leadership

### Bill and Vieve Gore School of Business

Name	Education	Title
Susan Scheller Arsht	B.A., 1983, Georgetown; M.B.A., 1987, Thunderbird School of Global Management; Ph.D., 2014, University of New Mexico	Assistant Professor, Management
Chelsea Dye	B.S., 2004, Westminster University; M.Acc., 2008, University of Utah; J.D., 2008, Brigham Young University	Associate Professor, Accounting
Charlotta Farr	B.A., 2008, Eastern Washington University; M.S., 2012, Ph.D., expected 2020, University of Utah	Assistant Professor
Michael Glissmeyer	B.S., 2003, MBA, 2004, California State University; Ph.D., 2010, New Mexico State University	Assistant Professor, Management
Victoria Graham	B.S., 1985, Colorado State University-Fort Collins; M.B.A., 1991, Seattle University; Ph.D., 1997, University of Southern California	Professor, Management
Richard Haskell	B.S., 1995, Brigham Young University; M.S., 2011, Ph.D., 2015, University of Utah	Professor, Finance

Name	Education	Title
Dara A. Hoffa	B.S., 1980, Brigham Young University; M.Acc., 1987, Utah State University	Associate Professor, Accounting
Dax Jacobson	B.A., 2002, Utah State University; M.B.A., 2006, Ph.D., 2012, Bentley University	Dean; Associate Professor, Management
Brian Jorgensen	B.A., 1981, MBA, 1982, University of Utah; J.D., 1985, Brigham Young University; Ph.D., 1995, University of California Los Angeles	Associate Professor, Marketing
Michael A. Keene	B.A., 1977, Princeton University; Ph.D., 1984, Harvard University; MBA, 1992, University of Iowa	Associate Professor, MBATC
Lauren Lo Re	B.B.A., 1985, Baylor University; C.F.P., M.B.A., 1994, Westminster University	Associate Professor, Finance
Michael Mamo	B.A., 1983, Addis Ababa University (Ethiopia); M.A., 1994, Ph.D., 2000, Western Michigan University	Associate Professor, Economics
Alysse Morton	B.S., 1990, Indiana University; Ph.D., 1997, Georgia Institute of Technology	Professor, Management
A. Nancy Panos Schmitt	B.S., 1974, University of Utah; M.S., 1976, Virginia Tech; M.B.A., 1979, University of Utah	Associate Professor, Marketing

### School of Nursing

Name	Education	Title
Daniel Bunker	B.S., 1997, Westminster University; M.S.N.A., 2008, Westminster University; D.N.A.P, 2018, Midwestern University	Associate Professor, Nurse Anesthesia
Katie Christensen	B.A., 2009, Washington State University; M.A., 2016, Texas State University; Ph.D., 2021, University of North Carolina at Charlotte	Assistant Professor, Counseling and Counselor Education
John Contreras	B.S., 1983, Arizona State University; M.S.P.H., 2000, Ph.D., 2008, University of Utah	Professor, Public Health

Name	Education	Title
Roland (Sam) Davis	B.S.N., 2005, M.S.N., 2009, University of Utah	Associate Professor, Nursing
Elizabeth Hanna	M.S., London School of Economics, 2002; B.S.N, University of Utah, 2014; D.N.P, University of Utah, 2019	Assistant Professor, Nursing
Elizabeth Harald	B.S.N., University of Vermont, 1971; M.S.N, University of Wisconsin, 1984; Ph.D., University of Utah, 2004	Associate Professor, Nursing
Susanne Jones	B.S.N., Assistant Professor of Nursing, 2008; M.S.N., Westminster University, 2014; D.N.P., Westminster University, 2020	Assistant Professor, Nursing
Han Kim	B.S.E., 1991, University of Michigan; M.S.P.H., 1998, University of Utah; Ph.D., 2002, University of Washington	Professor, Public Health
Ronda Lucey	B.S.N., 1990; University of Utah; M.S., 1997, University of Utah; D.N.P., 2009, University of Utah	Professor, Nursing
Heidi Mason	B.A., 1985, University of Utah; B.S.N., 1990, M.S.N.E.D., 2009, Westminster University	Assistant Professor, Nursing
Colette McAfee	B.A., 2010, M.P.H., 2012, University of Michigan; Ph.D., 2015, University of Toledo	Associate Professor, Public Health
Patrick McMillion	B.S., 2008, Illinois State University; M.S., 2012, Northern Illinois University; Ph.D., 2022, Northern Illinois University	Assistant Professor, Counseling and Counselor Education
Cristina Monge	B.S.N., 2015, Southern Utah University; M.S.N., 2020, University of Utah	Assistant Professor, Nursing
Ted Morris	M.S.N.A. Mayo School of Health Related Sciences, B.S.N. Weber State University	Assistant Professor, Nursing
Rachel Myrer	B.S., 2014, Brigham Young University; M.P.H., 2018, University of Utah	Assistant Professor, Public Health
Curtis Nielsen	BS, Weber State University, 2009; D.N.P.A., Texas Christian University, 2015	Assistant Professor, Nurse Anesthesia

Name	Education	Title
Shauna Olsen	B.S., 2002, Westminster University; M.S.N., 2009, Westminster University; D.N.P., 2022, University of Utah	Assistant Professor, Nursing
Rebecca Sanderson	B.S.N, 2006, M.S., 2016, University of Utah	Associate Professor, Nursing
Art Shimata	M.A.E., Gonzaga University; D.N.P., Midwestern University	Professor, Nurse Anesthesia
Sheryl Steadman	B.S., 1972, Brigham Young University; M.S., 1983, Ph.D., 2003, University of Utah	Associate Professor, Nursing; Dean
Juanita Takeno	B.S., 1976, University of Utah; M.S., 2007, D.N.P., 2012, Regis University	Assistant Professor, RN to BSN
Cindy Thomas	B.S.N., 1987, Brigham Young University; M.S.N., 2019, Westminster University	Assistant Professor, Nursing
Chris Torman	B.S.N, Weber State University, 1999; M.S.N, University of South Carolina, 2003; D.N.P.A., University of Northern Colorado, 2020	Associate Professor, Nurse Anesthesia
Heidi Waldrop	B.S.N., 2011, M.S.N., 2013, Weber State University	Assistant Professor, Nursing
Janine Wanlass	B.S., 1978, Brigham Young University; M.S., 1984, Ph.D., 1991, University of Utah	Professor, Counseling and Counselor Education
Jon Worthen	B.S., 1992, University of Utah; M.S.N., 2009, Westminster University	Associate Professor, Nursing

### Faculty Emeriti

Name	Title	Years at Westminster University
Stephen R. Baar	Professor Emeritus, English	1971–2006
Shannon Bellamy	Professor Emeritus, Management	1991–2015
Karlyn Bond	Professor Emeritus, Music	1998–2020
Gaylen Bunker	Professor Emeritus, Accounting/Finance	1988–2015
Dan Byrne	Professor Emeritus, Computer Science	2000–2018

Name	Title	Years at Westminster University
Mary Jane Chase	Professor Emeritus, History	2000-2020
Carolyn Connell	Professor Emeritus, Mathematics	1983-2018
Don Doxey	Professor Emeritus, Art	1961-1994
Janet Dynak	Professor Emeritus, Education	1997-2016
Charles Ehin	Professor Emeritus, Management	1983-2001
Lesa Ellis	Professor Emeritus, Neuroscience	2002-2022
Lottie Felkner	Professor Emeritus, Nursing	1967-1991
Fred Fogo	Professor Emeritus, Communication	1990-2013
Diane Forster-Burke	Professor Emeritus, Nursing	1991-2015
Michael Gaschler	Professor Emeritus, Sociology	1969-2002
Peter Goldman	Professor Emeritus, English	2001-2020
Susan Gunter	Professor Emeritus, English	1988-2010
Elree Harris	Professor Emeritus, English	1989-2014
Elizabeth Herrick	Professor Emeritus, Mathematics	1984-2016
Helen Hodgson	Professor Emeritus, Communications	1992-2017
Steve Hurlbut	Professor Emeritus, Management	1998-2018
Carolyn Jenkins	Professor Emeritus, Education	1996-2011
Shirley Knox	Professor Emeritus, Nursing	1969-1998
Kay Kuzminski	Professor Emeritus, Pottery	1975-2013
Kenneth Meland	Professor Emeritus, Management	1985-2019
Marsha Morton	Professor Emeritus, Nursing	1981-2011
Robert Patterson	Professor Emeritus, Finance	2004-2021
Barry G. Quinn	Professor Emeritus, Biology	1962-2001
Chris Quinn	Professor Emeritus, Music	1994-2021
Alan Rogers	Professor Emeritus, Accounting	1979-2017

Name	Title	Years at Westminster University
Judith Hall Rogers	Professor Emeritus, Biology	1990-2017
Colleen Sandor	Professor Emeritus, Psychology	2002-2021
Joyce Sibbett	Professor Emeritus, Education	1997-2016
Gretchen Siegler	Professor Emeritus, Anthropology	1994-2021
David Stanley	Professor Emeritus, English	1991-2008
Thomas E. Steinke	Professor Emeritus, Physical Education	1966-2000
Charles Tripp	Professor Emeritus, Political Science	1985-2012
Jerry Van Os	Professor Emeritus, Accounting	1988-2019
Michael Vought	Professor Emeritus, Theatre	1996-2021
Nina Vought	Professor Emeritus, Theatre/Dance	2001-2021
Joy Woolf	Professor Emeritus, Spanish	1990-2013
Maria Wrotniak	Professor Emeritus, Economics	1989-2015

# ACADEMICS

## 2024–2025 ACADEMIC CALENDAR

### Fall Semester (FA) 2024

Important Academic Deadlines and Holidays	Date
Faculty Retreat	Friday, August 16
Residence halls open for first-year students	Saturday, August 17
First-year student orientation begins	Sunday, August 18
Convocation (all university)	Monday, August 19
Residence halls open for continuing students	Tuesday, August 20
<b>Classes begin</b>	<b>Wednesday, August 21</b>
Last day to add, drop, change to an audit	Friday, August 30
<b>Labor Day Holiday (university closed)</b>	<b>Monday, September 2</b>
Fall and Annual Census	Tuesday, September 3
<b>Fall break (university closed on Friday)</b>	<b>Monday–Friday, October 14–18</b>
Last day to elect CR/NC option (undergraduates only)	Friday, November 8
Last day to withdraw from classes without grade of WF	Friday, November 8
<b>Thanksgiving holiday (university closed)</b>	<b>Wednesday–Friday, November 27–29</b>
Last day of classes	Friday, December 13
Residence halls close at noon	Saturday, December 14
Final grades are due from faculty at noon	Wednesday, December 18
<b>Winter break (university closed)</b>	<b>December 24–January 1</b>

### Spring Semester (SP) 2025

Important Academic Deadlines and Holidays	Date
University reopens	Thursday, January 2
Residence halls open	Monday, January 20
<b>MLK holiday (university closed)</b>	<b>Monday, January 20</b>
<b>Classes begin</b>	<b>Tuesday, January 21</b>
Last day to add/drop/change to audit	Wednesday, January 29
Spring Census	Monday, February 3
<b>Spring break (university closed on Friday)</b>	<b>Monday–Friday, March 17–21</b>

Important Academic Deadlines and Holidays	Date
Last day to elect CR/NC option (undergraduate)	Friday, April 11
Last day to withdraw from classes without grade of WF	Friday, April 11
Westminster Student Showcase (No UG Classes or faculty/staff meetings)	Friday, May 2
Last day of classes	Friday, May 9
Residence halls close at noon	Saturday, May 10
Final grades are due from faculty at noon	Wednesday, May 14
Commencement - Graduate Students	Friday, May 16
Commencement - Undergraduate Students	Saturday, May 17

### Summer Term (SU) 2025 - First 4 Weeks, aka May-Term

Important Academic Deadlines and Holidays	Date
<b>Classes begin</b>	<b>Monday, May 19</b>
<b>Memorial Day (university closed)</b>	<b>Monday, May 26</b>
Last day to add, drop, or change to an audit	Tuesday, May 27
Last day to elect CR/NC option (undergraduate)	Friday, May 30
Last day to withdraw from classes without grade of WF	Friday, June 6
Last day of classes	Saturday, June 14
Final grades are due from faculty at noon	Wednesday, June 18

### Summer Term (SU) 2025 - First 8 Weeks

Important Academic Deadlines and Holidays	Date
<b>Classes begin</b>	<b>Monday, May 19</b>
<b>Memorial Day (university closed)</b>	<b>Monday, May 26</b>
Last day to add, drop, change to an audit	Tuesday, May 27
<b>Juneteenth Holiday* (university is closed)</b>	<b>Monday, June 16</b>
Last day to elect CR/NC option (undergraduates only)	Friday, June 20
Last day to withdraw from classes without grade of WF	Friday, June 27
Last day of classes	Saturday, July 12

Important Academic Deadlines and Holidays	Date
Final grades are due from faculty at noon	Wednesday, July 16

### Summer Term (SU) 2025 - Full 12 Weeks

Important Academic Deadlines and Holidays	Date
<b>Classes begin</b>	<b>Monday, May 19</b>
<b>Memorial Day (university closed)</b>	<b>Monday, May 26</b>
Last day to add, drop, change to an audit	Tuesday, May 27
<b>Juneteenth Holiday* (university is closed)</b>	<b>Monday, June 16</b>
<b>Independence Day holiday (university closed)</b>	<b>Friday, July 4</b>
Last day to elect CR/NC option (undergraduates only)	Friday, July 11
<b>Pioneer Day holiday (university closed)</b>	<b>Thursday, July 24</b>
Last day to withdraw from classes without grade of WF	Friday, July 25
Last day of classes	Monday, August 11
Final grades are due from faculty at noon	Thursday, August 14

### Summer Term (SU) 2025 - Second 4 Weeks

Important Academic Deadlines and Holidays	Date
<b>Juneteenth Holiday* (university is closed)</b>	<b>Monday, June 16</b>
<b>Classes begin</b>	<b>Tuesday, June 17</b>
Last day to add, drop, change to an audit	Monday, June 23
Last day to elect CR/NC option (undergraduates only)	Friday, June 27
Last day to withdraw from classes without grade of WF	Monday, July 7
Last day of classes	Saturday, July 12
Final grades are due from faculty at noon	Wednesday, July 16

### Summer Term (SU) 2025 - Final 4 Weeks

Important Academic Deadlines and Holidays	Date
<b>Independence Day holiday (university closed)</b>	<b>Friday, July 4</b>
<b>Classes begin</b>	<b>Monday, July 14</b>
Last day to add, drop, or change to an audit	Monday, July 21

Important Academic Deadlines and Holidays	Date
<b>Pioneer Day holiday (university closed)</b>	<b>Thursday, July 24</b>
Last day to elect CR/NC option (undergraduates only)	Friday, July 25
Last day to withdraw from classes without grade of WF	Friday, August 1
Last day of classes	Monday, August 11
Final grades are due from faculty at noon	Thursday, August 14

### Summer Term (SU) 2025 - Final 8 Weeks

Important Academic Deadlines and Holidays	Date
<b>Juneteenth Holiday* (university is closed)</b>	<b>Monday, June 16</b>
<b>Classes begin</b>	<b>Tuesday, June 17</b>
Last day to add, drop, change to an audit	Monday, June 23
<b>Independence Day holiday (university closed)</b>	<b>Thursday, July 4</b>
Last day to elect CR/NC option (undergraduates only)	Friday, July 18
<b>Pioneer Day holiday (university closed)</b>	<b>Thursday, July 24</b>
Last day to withdraw from classes without grade of WF	Friday, July 25
Last day of classes	Monday, August 11
Final grades are due from faculty at noon	Thursday, August 14

## ACADEMICS

Westminster's instructional programs are characterized by an experienced and available faculty and staff; liberal arts, interdisciplinary and professional programs emphasizing both theoretical and practical learning; an administration committed to academic excellence; a genuine concern for each student's plans and aspirations; small classes that encourage involvement and active learning; and a diverse and friendly student body.

The university welcomes students from all backgrounds and ages, and believes that the knowledge and discipline acquired through the rigors of higher education will lead to new and expanded opportunities. The university's graduate programs are organized and administered through three units: the Westminster College of Arts and Sciences which includes the School of Education; the Bill and Vieve Gore School of Business; and the School of Nursing and Health Sciences. Students choose programs in units that will best assist them in achieving their academic goals and career interests, and they may take courses through the other units to ensure a balance in their academic endeavors. Close working relationships among the faculty in all three units are of utmost importance to the university in assisting its students.

Each unit is directed by a dean and has its own faculty. Instructional programs and procedures are recommended by the faculty members of each unit and approved by the entire university faculty. The academic deans and the provost/vice president for academic affairs constitute a Council of Deans who are responsible for the day-to-day administration of the instructional programs.

Westminster's academic calendar is divided into Fall and Spring semesters, followed by the annual commencement exercise and a 12-week summer term.

Please refer to the Graduate Academic Catalog for detailed information on requirements and course descriptions of Westminster's academic programs. Courses listed are subject to change following normal academic procedures that call for action by each school and by the entire university faculty. Additions, deletions, or changes effected since the publication of this academic catalog are on file in the Office of the Registrar.

## Westminster College of Arts & Sciences, School of Education

### Graduate Programs

#### [Master of Education](#)

The Master of Education (M.Ed.) is a flexible degree enabling educators and future educators to develop their expertise in an area of interest. Students develop skills in the methods of teaching and deepen their understanding of crucial "why" questions in educational practice. Students research an area of interest through action research or a qualitative research project in order to improve their own practice as educators and contribute to the wider field of education.

#### [Master of Arts in Community and Organizational Leadership](#)

This program prepares graduates for leadership positions in a variety of community organizations and settings. It prepares them to develop deeper relationships with community members, organize grassroots efforts and dialogue, lead and manage non-profit organizations, business human resources programs, social service and community outreach programs, advocate in public policy arenas, and communicate with and teach relevant audiences.

#### [Master of Arts in Teaching](#)

The Master of Arts in Teaching (MAT) program is designed for students who have a bachelor's degree and wish to earn a teaching license in elementary education or secondary education. The MAT program is accredited by the Association for Advancing Quality in Educator Preparation (AAQEP). This program is specifically designed to prepare teacher candidates to serve the diverse populations of students in culturally rich schools. Individuals must be interested in pursuing an advanced degree that is demanding in its focus upon teacher preparation; in exploring issues of cultural diversity; in learning applications of technology for teaching; and in research into their own professional practices. Commitment to professional growth is a prerequisite.

#### [Endorsement Program](#)

The school offers a program that leads to a state endorsement in English as a Second Language instruction. Students may enroll in this program for an endorsement-only undergraduate minor or as part of the Master of Education.

### Faculty

**Margaret (Peggy) Cain**, Professor and Director of MED, MACOL, and Educational Studies programs

**Marilee Coles-Ritchie**, Professor

**Shawn Coon**, Assistant Professor

**Kellie Gerbers**, Associate Professor and Director of the OEL program

**Lowell Oswald**, Associate Professor and Director of MAT program

**Rebecca Penerosa**, Associate Professor

## Bill and Vieve Gore School of Business

### Dax Jacobson, Dean

The Bill and Vieve Gore School of Business is dedicated to providing distinctive academic programs based on the integration of business and liberal arts education. This integration in both curriculum and delivery systems is requisite to prepare our students for life-long learning and to aid their adaptation to changing social, technological and economic conditions. This integration enhances the capabilities of our graduates in written and oral

communication, computing and technology, international dimensions, critical thinking, ethics, social responsibility, and team effectiveness. Accredited by the Association of Collegiate Business Schools and Programs (ACBSP), the programs of the Gore School of Business reflect Westminster University's continuing commitment to provide a student-oriented learning environment and innovative education of exceptional quality. The integration of business and liberal arts education contributes to students' effectiveness as citizens and agents of change. Whether students are preparing for entry-level or mid-career qualifications, the programs of the Gore School of Business offer a solid foundation of business knowledge and understanding of the complexity of organizations as they function in a global environment. Programs are offered at the undergraduate and graduate levels. The school also develops and presents non-credit classes, seminars, institutes, and workshops to meet the training and professional development needs of local businesses, government and non-profit agencies, and community groups through the Division of Competency-based Programs.

### Graduate Programs

#### [Master of Business Administration \(MBA\)](#)

The MBA program prepares students to be executive-level leaders in organizations. The program is designed so that students have flexibility in completing their core and elective coursework, and can pursue their career aspirations without interrupting their professional careers. The core requirements MBA program are not directed at specialization in one area of business. Instead, MBA coursework provides students with a well-integrated understanding of areas of business so that graduates are prepared to be leaders at the senior level of an organization. Once students complete their core courses, they can choose to focus on a particular topic area more intensively by completing a concentration.

#### [Graduate Certificate](#)

A Graduate Certificate allows students to update their graduate degree or pursue a specific field of study with a focused curriculum. Graduate Certificates are offered in Professional Accounting, Business Strategy, Leadership, Marketing, Management, and Technology Commercialization.

#### [Project-Based Master of Business Administration \(PMBA\)](#)

The Project-Based Master of Business Administration (PMBA) Program at Westminster University is a competency-based degree program. Students complete a series of applied business projects to demonstrate mastery of a specific set of business skills and competencies. Students apply skills achieved through professional experiences and additional self-paced learning in project sequences. As students complete projects, work is evaluated by faculty coaches using detailed learning measurement rubrics. Upon satisfactory completion of the full set of projects, students have demonstrated mastery of the full set of learning goals and competencies and are awarded an MBA degree.

#### [Accelerated Project-Based Master of Business Administration for Westminster Undergraduate Students](#)

Students who have completed the Westminster University Bachelor of Business Administration (BBA) undergraduate business program within the last five years may have the option, based on admission to the PMBA program, of completing an Accelerated Project-Based Master of Business Administration degree. Students who have completed the Bachelor of Business Administration (BBA) degree can complete the competency-based MBA in 30 hours.

#### [Master of Business Administration in Technology Commercialization \(MBATC\)](#)

The Master of Business Administration in Technology Commercialization (MBATC) is a professional program that prepares students for executive leadership roles in technology-driven business environments. Specifically designed to meet the needs of professionals with technical backgrounds, the MBATC will teach students how to achieve their career goals by building their professional and personal skill sets. Students can customize the program to strengthen career-specific abilities. The program emphasizes the practical and applied aspects of commercializing innovative products and managing the businesses that develop them.

#### [Master of Accountancy \(MACC\)](#)

The Master of Accountancy is designed to meet the needs of students interested in a professional career in accounting. This is a one-year degree

program designed to follow up on an undergraduate accounting degree and meets the requirements of all state licensure agencies. Students completing this program will be well-prepared to sit for the CPA exam and positioned to accept high-level leadership roles in either public accounting or corporate environments.

### Faculty

**Susan Arsh**, Assistant Professor (Management)  
**Michael Blackburn**, Visiting Professor (Accounting)  
**Richard Chapman**, Professor (Economics)  
**Matt Crouse**, Visiting Professor (Finance)  
**Chelsea Dye**, Associate Professor (Accounting)  
**Charlotta Farr**, Visiting Assistant Professor (Accounting)  
**Michael Glissmeyer**, Assistant Professor (Management)  
**Vicki Graham**, Professor (Management)  
**Jennifer Harrison**, Associate Professor (Accounting)  
**Richard Haskell**, Associate Professor (Finance)  
**Dara Hoffa**, Associate Professor (Accounting)  
**Dax Jacobson**, Interim Dean, Assistant Professor (Management)  
**Brian Jorgensen**, Associate Professor (Marketing)  
**Michael Keene**, Assistant Professor (Technology Commercialization)  
**Lauren Lo Re**, Associate Professor (Finance)  
**Michael Mamo**, Associate Professor (Economics)  
**Alysse Morton**, Professor (Management)  
**Nancy Panos Schmitt**, Associate Professor (Marketing)  
**James (Cid) Seidelman**, Distinguished Service Professor (Economics)  
**John Watkins**, Professor (Economics)

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## School of Nursing and Health Sciences

**Sheryl Steadman**, Dean

The Westminster School of Nursing and Health Sciences offers programs leading to the Baccalaureate and Master's degrees in nursing, public health, and nurse anesthesia. The undergraduate program prepares students to begin practice as professional nurse generalists. The program is designed for all qualified applicants including high school graduates, transfer students, and those with degrees in other fields.

### Graduate Programs

#### [Master of Science in Nursing, Family Nurse Practitioner](#)

The Family Nurse Practitioner Program offers working professional nurses the opportunity to become licensed and certified as Advanced Practice Registered Nurses with prescriptive privileges. To accommodate working nurses, classes are scheduled one to two days per week. Graduates of the program are eligible to take the American Nurse Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP) certification exam and apply for Utah licensure as Advanced Practice Registered Nurses (APRN). In addition, our program is fully accredited by the Commission of Collegiate Nursing Education.

#### [Master of Science in Nurse Anesthesia](#)

The Nurse Anesthesia Program provides an academic environment which offers the highest level of didactic, lab simulation and clinical site experiences. The MSNA program allows nurse anesthesia students to master the intellectual and technical skills required to become competent in the safe administration of anesthesia. Graduates are prepared to sit for the NBCRNA examination. The Master of Science in Nurse Anesthesia (MSNA) program is accredited by the Council on Accreditation for Nurse Anesthesia Programs.

#### [Master of Public Health & Certificate in Public Health](#)

The Public Health Program lays a solid foundation for public health practice in the twenty-first century. The program focuses on developing knowledge and skills needed to be an effective member of the public health workforce. The program offers a Master of Public Health (MPH) degree and a Certificate in Public Health (Cert.PH) that are taught in an executive format, meaning core courses will be offered every two weeks on a Friday and Saturday during the semester. Additional courses may be offered in the evening. The MPH degree is recognized internationally for the public health professional. The Master of Public Health program is accredited by the Council on Education for Public Health (CEPH).

#### [Postgraduate Doctor of Nursing Practice](#)

The post-graduate Doctor of Nursing Practice (DNP) program is designed to prepare graduates with advanced skills, and abilities that are important to clinical practice; including an increased knowledge in leadership, clinical experience, and the business of health. Graduates are prepared for a variety of nursing practice roles and equipped with the abilities to assume leadership roles within complex healthcare organizations.

### Faculty

**Julie Balk**, Professor  
**Daniel Bunker**, Assistant Professor  
**John Contreras**, Associate Professor  
**Julie Ann Honey**, Associate Professor  
**Han Kim**, Professor  
**Ronda Lucey**, Professor  
**Colette McAfee**, Assistant Professor  
**Manardie "Art" Shimata**, Associate Professor  
**Sheryl Steadman**, Dean and Associate Professor  
**James Stimpson**, Professor

#### [Master of Science in Clinical Mental Health Counseling](#)

The Master of Science in Clinical Mental Health Counseling is a graduate program that prepares students for clinical practice and potential licensure as a Licensed Mental Health Counselor (L.C.M.H.C). This 3 year program requires 60 hours of graduate work, following guidelines established by the Council for Accreditation of Counseling and Related Educational Programs and the Utah Division of Occupational and Professional Licensing. Broad in scope, its focus and course work support a range of theoretical perspectives and potential practice with diverse treatment populations.

### Faculty

**Ellen Behrens**, Associate Professor (Mental Health Counseling)  
**Janine Wanlass**, Professor (Mental Health Counseling)

## DEGREE REQUIREMENTS

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### Governing Academic Catalog

Students may meet degree requirements as specified in the Academic Catalog in effect at the time of their entrance into the university, or they may elect to meet requirements given in a later academic catalog. All requirements must be contained within a single issue and may not be selected from several issues.

Students who leave the university for no more than two regular semesters retain the right to be considered under their previous catalog and retain the right for six years following the date of entrance to graduate under requirements current at the time of entrance.

### Graduation Requirements

To be eligible for a master's degree or graduate certificate, students must satisfy the conditions outlined in each program. The final responsibility for being informed about, and adhering to, graduation requirements rests with the individual student.

### Residence Requirement

All graduate students at Westminster are expected to complete their programs in residence at Westminster University. Students who have extenuating circumstances arise during their programs should consult individually with their program director.

## GRADING AND ACADEMIC STANDARDS

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### Grading Information

#### Grading System

Westminster uses the following grades for the mid-semester and semester grade reports:



Letter Grade	Description
A, A-	Excellent
B+, B, B-	Above Average
C+, C, C-	Average
D+, D, D-	Poor
F	Failure
CR	Credit
NC	No Credit
W	Withdrawn
WF	Withdrawn Failing
AU	Audit
I	Incomplete
T	Temporary
EX	Exceeds Project Standards
M	Meets Project Standards
DN	Does Not Meet Project Standards

Grades of NC, W, AU, T, and I yield no credit toward graduation and are not computed in the grade point average.

Grades of NC or I may not be used to replace any previous grade for a course.

"T" grades are intended to be a short-term, temporary grade to clear the registration for a given term and should only be used for senior projects, graduate or undergraduate thesis work, flight training courses, continuing registration coursework, and internships that require a very short extension only. "T" grades should be resolved and replaced with regular grades within one week of the end of the term except in the case of flight training courses. "T" grades are not intended to take the place of an incomplete grade when the student meets the criteria for an incomplete and should not be used for regular coursework when the student has failed to take a final examination or turn in final coursework that would otherwise result in a lowered grade.

### Grade Points and Grade Point Average

A student's academic standing is expressed by a grade point average. Grade points are assigned as shown below:

Letter Grade	Grade Points Per Credit Hour
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

### Calculating the Grade Point Average

The grade point average (GPA) is determined by dividing the sum of grade points earned by the total number of hours attempted. All hours taken at Westminster are counted except those for which a mark of CR, NC, W, AU, T, or I is recorded. Hours transferred from other academic institutions count for credit only; they do not count in the grade point average.

### Grade Changes

Changes to final grades submitted to the Registrar's Office are only made in the case of instructor error and require the signatures of the instructor, the dean of the appropriate school, and the Provost.

### Grade Reports

Grade reports are available on Self-Service at the end of each semester or term. Individual course grade rosters are not posted. Students needing additional copies of grade reports for reimbursement programs or other verifications may obtain additional copies from the Registrar's Office.

### Incompletes

When extenuating circumstances occur beyond a student's control, such as medical issues or family emergencies, students can request that faculty assign them an incomplete grade. At the time of request, students should have a passing grade and have completed at least two-thirds of the required course-work. Generally, incomplete grades are not given when the incomplete work includes team-based projects and assignments, although exceptions can be made.

If a faculty member determines an incomplete grade is warranted, all work must be completed by the date specified by the faculty member within 10 weeks after the course has ended. Adjunct faculty members must inform the department chair of the incomplete and devise a plan to assure follow through during the extended period. If the work is not completed by the end of the period specified, the temporary mark is changed to the grade indicated by the instructor, or if no grade has been indicated the mark is changed to an F. When coursework in which a student has received an Incomplete has been made up, the final grade is entered with I and the letter grade (for example, IA).

Alternatives to incomplete grades may include a) students repeating a course to improve the grade and their GPA, or b) filing a petition with the Review Committee for a late withdrawal when the extraordinary circumstances faced by the student are documented and resulted in failing all classes in a term.

Faculty members may adopt late assignment rules or more restrictive incomplete policies and are encouraged to articulate those policies on the syllabus.

**Note for graduating students:** A grade of "I" for any class in a student's last semester will automatically move them to the next graduating semester.

### Ordering Official Transcripts

Specific information for ordering official transcripts may be found on the Registrar's Office webpage. Unofficial transcripts for current students are available on the web using Self-Service regardless of outstanding obligations.

## Course Audits and Repeats

### Auditing Courses

Students may elect to audit courses at Westminster according to the guidelines listed in the Academic Policies and Procedures section of this catalog. Courses that are entered on students' permanent records as audited (AU) earn no credit and fulfill no requirements.

### Repeated Courses

The grade and credit hours for a repeated course are entered into the computation of a student's grade point average and counted toward graduation only once. That is, the credit hours and grade points cannot be used or counted twice. In the case of repeated courses, the highest grade awarded is used in the calculation of the student's grade point average and completion of requirements.

Repeated course grades on student transcripts are marked by an R in front of the final grade.

Note: Some courses are designated as repeatable courses and are so noted in the individual course descriptions. These courses will count in the hours and the GPA more than one time.

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## Academic Standing, Probation, and Suspension

### Academic Probation and Suspension Policy

Students in all graduate programs are expected to maintain a cumulative grade point average of at least 3.0. Students whose cumulative grade point average falls below 3.0 will be placed on academic probation. Students placed on academic probation must earn a semester grade point average of at least 3.0 the next semester in which they enroll. Students who are on academic probation may take no more than 4 credit hours each semester. Probationary students who fail to earn a semester grade point average of at least 3.0 that semester will be suspended from their graduate program.

Probationary students whose semester grade point average is 3.0 or higher but whose cumulative grade point average still remains below 3.0 will continue on academic probation. Probationary students whose cumulative grade point average reaches 3.0 or higher will be returned to good academic standing.

Probationary students are required to meet with the program director prior to enrolling for the upcoming semester. Please see the Academic Handbook of each graduate program for what constitutes a passing grade for individual classes.

### Appeals for Readmission

Suspended students may petition their individual Program Review Committee for readmission at any time prior to the beginning of the semester in which they wish to enroll; however, unless extenuating circumstances exist, suspended students are required to remain out of the university for at least one semester before appealing for readmission. Students who feel extenuating circumstances contributed to their failure to meet minimum grade point requirements may choose to appeal for readmission immediately following the suspension.

Students who have been out of the university for more than two semesters must also submit an application for readmission to the Admissions Office. Students readmitted after more than two semesters will be required to meet program requirements for the catalog in effect at the time of readmission.

To appeal for readmission, students must submit a letter to the program director giving evidence that supports the request for readmission. Petitioning students will be notified of the review committee meeting and will be given the opportunity to present their cases in person. Decisions of the review committee are final. Students readmitted through the appeals procedure are placed on continued probation and must meet the minimum 3.0 grade point average requirement that semester.

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## Academic Grievance

Students have the right to appeal or petition an academic decision. For the appeals procedure to be followed after suspension, see Appeals for Readmission. For other appeals or petitions, the student must make the appeal or petition, in writing. The student must file the grievance with the Dean of the school. Written appeals must be submitted during the first four weeks into the next semester and must include documentary evidence that the student feels has a bearing upon the request.

A faculty committee from the school involved reviews the appeal. The student may be present at the hearing. The decision of the faculty appeals committee will be reported to the student within five business days, of the date of the hearing, while school is in session.

If the decision of the faculty committee is not acceptable to the student, the student may file a written appeal with the Graduate Programs Grievance Committee within five business days, while school is in session, of notification of the faculty decision. The Graduate Programs Grievance Committee is made up of three Graduate Directors outside of the program, the Dean of Students, and three Academic Deans, except the one whose school is involved in the appeal. The student and faculty representatives may call

members of the university, off-campus supervisors or mentors as supporting witnesses. All materials included in the faculty's deliberations, including the student's written appeal and the proceedings of the faculty hearing, are made available to the Graduate Programs Grievance Committee and become part of the proceedings. The hearing before the Graduate Programs Grievance Committee will be held within fifteen business days, while school is in session, of receiving the written appeal. The student may be present at the appeal hearing. The decision of the Graduate Programs Grievance Committee is reported to the student within five business days, while school is in session, of the date of the hearing.

**Decisions of the Academic Grievance Committee are final. The final decision will be a majority decision from the committee.** Students have the right to continue their enrollment and participation in academic programs until final decisions are reached. Failure of students to file appeals within specified time limits is considered acknowledgment of the action without intent to appeal.

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## Academic Honesty

Westminster University of Salt Lake City operates on the assumption that all academic work is the honest product of each student's own endeavors. The faculty and staff at Westminster expect such integrity from the students, and violations are cause for disciplinary action, including suspension, probation, loss of credit, or expulsion from the university.

Academic dishonesty includes, but is not limited to, cheating, plagiarism, and furnishing false or misleading information to any faculty or staff member.

Cheating on examinations includes, but is not restricted to, copying from another student's exam paper, using unauthorized notes during an exam, arranging for a substitute to take an examination, or giving or receiving unauthorized information prior to an exam. Cheating on written assignments includes plagiarism, unauthorized collaboration with others or submitting the same material for more than one class without the authorization of the instructor.

Plagiarism includes borrowing information or ideas, whether directly quoted or paraphrased, from any source beyond one's first-hand experience and not acknowledging the source. The student must give credit to the material by identifying the source, using one of the generally accepted citation methods.

Initially, sanctions are the responsibility of the class instructor. The instructor may simply reprimand the student, or may demand the work be repeated, or may give a failing grade for the assignment or exam in question, or may give a failing grade for the entire course. In each case, a short report of the incident will be filed with the appropriate academic dean.

In the case of repeated or more serious violations, the faculty member may recommend to the dean of the school that the student is put on probation, suspended, or expelled from the university. The dean's recommendation will then be sent to the Dean of Students.

Students may appeal such decisions to the Graduate Programs Grievance Committee. In the case of an appeal, the student has the right to be present at the hearing and refute the charges. A written copy of the decision will be distributed to all involved parties within 72 hours of the hearing.

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## POLICIES AND PROCEDURES

### Registration

#### Credit Hours

One credit hour is given for one 50-minute class per week for 14 weeks or the equivalent. Some graduate programs, such as the MBA program, have developed 7-week modular programs, but these programs still adhere to the hour requirements.

#### Registration Sessions

Registrations are accepted via the university's web system, Self-Service, or in person. Students are notified of their dates to register in advance by email. Registration dates are also published on the [Register for Classes](#) webpage.

## Academic Load

Status	Hours
Full-time	7* or more
Part-time	4-6
Less than part-time	3 or fewer

\*Full-time status in the MSCMHC program is 12 credit hours per semester during the first and second years and 6 credit hours per semester during the third year.

## Prerequisite Requirements

Certain graduate courses at the university have course and skill prerequisites. The prerequisites for a course are listed in the academic catalog and class schedule. Students are permitted to pre-register for a course that has prerequisites provided the prerequisite coursework is in progress at the time of the registration session. Students are responsible for making sure they have met prerequisites and grade standards prior to the beginning of each semester. The university reserves the right to withdraw a student from any course for which prerequisites and grade standards have not been met.

## Adding Classes/Late Registration

Students may register through the last day to add/drop classes published in the [academic calendar](#). Classes that are not held for the full semester may have alternative registration and withdrawal dates. Please reference Self-Service for alternative registration dates and the chart below for withdrawal information.

Session Type	Deadline	Withdrawal Grade
2 Meeting Sessions	After 1st Session	WF
3 Meeting Sessions	After 1st Session	W
	After 2nd Session	WF
4-5 Meeting Sessions	After 1st Session	W
	After 2nd Session	W
	After 3rd Session	WF
6 Meeting Sessions	After 1st Session	No W
	After 2nd Session	W
	After 3rd Session	W
	After 4th Session	WF
	After 5th Session	WF
7 Meeting Sessions	After 1st Session	No W
	After 2nd Session	W
	After 3rd Session	W
	After 4th Session	WF
	After 5th Session	WF
	After 6th Session	WF

## Class Schedules

Students can check their schedule and print a confirmation at any time using Self-Service. Students are expected to check these confirmations carefully and report discrepancies to the Registrar's Office.

## Waitlists

Once a class reaches capacity, a student has the option of being put on a waitlist for that class. As space becomes available, students are added in the class automatically by the Registrar's Office if they otherwise meet qualifications and have space in their existing schedule. Student athletes seeking to add a class through the waitlist should communicate with the Eligibility Coordinator in the Registrar's Office to have their hold removed. Although many students get into their classes from the waitlist, students are encouraged to choose alternate courses whenever possible.

## Cross-listed and Meets-with Courses

Courses may be cross-listed with multiple department prefixes. When a course is cross-listed in two or more ways, it remains a single course. Students work from the same syllabus toward the same learning outcomes, and there is no differentiation of instruction. Course numbers, titles, descriptions, and prerequisites should normally match. Regardless of which course prefix a student registers under, the course counts toward the same requirement in their degree audit. Lower-division courses may not be cross-listed with upper-division courses, and upper-division courses may not be cross-listed with graduate courses. Two different courses, including courses at different levels, may meet with each other. They should normally have different syllabuses and learning outcomes with clearly differentiated instruction, particularly when lower-division, upper-division, or graduate courses meet together. There should be clear pedagogical and/or operational reasons for the courses to meet at the same time in the same place. A course that meets with another counts in a student's degree audit only under its own prefix and course number.

## Holds

The university may place administrative holds for students with outstanding financial obligations, overdue library books, library fines, bad checks, or other obligations to the university. Once a hold has been placed, students may be prevented from registering or obtaining diplomas or official transcripts until the obligation is met. Unofficial informational transcripts are available on Self-Service.

## Class Attendance

Students are expected to attend all sessions of each class. Specific attendance requirements are established by each instructor, and such requirements are enforced by the university. Students are responsible for making sure they have dropped courses that they do not plan to attend.

## Directed Studies/Independent Learning

A completed [Application for Independent or Directed Studies](#) course, signed by the instructor and School Dean, must be submitted to the Registrar's Office.

## Auditing Courses

Students may elect to audit courses at Westminster according to the guidelines listed below. Courses that are entered on students' permanent records as audited (AU) earn no credit and fulfill no requirements.

### Regular Audit

Students may [register for a regular audit](#) (one-half of credit tuition) according to the following guidelines:

- Subject to space availability, students may sign up to audit a class on the first day of class.
- Only students accepted to Masters degree programs may audit graduate classes.

### Alumni Audit

Students who graduated from Westminster and who are not currently pursuing a degree may [register for an Alumni Audit](#) (\$100 per class, plus a \$50 technology fee and any related course fees for Fall or Spring semesters) according to the following guidelines:

1. Alumni must register through the Alumni Relations Office. Registrations accepted by the Alumni Office will be verified two business days prior to the first day of class and are subject to space availability.
2. Alumni will not be added to waitlists when a course is considered full.

3. Alumni Audit applications must be received at least two business days before the first day of the semester.
  4. Students wishing to participate in the Alumni Audit program are required to adhere to all university deadlines for withdrawal and payment of tuition and fees. Students who fail to withdraw will be charged accordingly. Alumni Audits will receive a bill from accounting.
  5. Students currently pursuing a graduate degree may not participate in the Alumni Audit program for an undergraduate course while taking classes at the graduate level.
  6. Not all classes are eligible for Alumni Audits. For example, it is not possible to take music lessons or independent art courses at the Alumni Audit rate due to the costs of hiring instructors. Please contact the Alumni Office for eligible courses.
  7. Only students with graduate-level degrees from Westminster University may choose to audit a graduate-level course. The following programs will allow alumni to audit courses in their programs:
    - Master of Education (MED)
    - Master of Community and Organizational Leadership (MACOL)
    - Master of Public Health (MPH)
    - Master of Business Administration (MBA)
    - Master of Business Administration in Technology Commercialization (MBATC)
    - Master of Accountancy (MACC)
  8. Ceramics classes include a \$250 materials fee.
- A maximum of 9 hours of graduate-level transfer credit may be applied to any graduate program subject to the approval of the graduate program director. A memo approving the transfer of individual courses towards graduate program requirements must be sent to the Registrar's Office for processing.
  - Credit for life experience cannot be granted at the graduate level per our accrediting body.

**\*Note: It may not be possible to transfer credit into some graduate programs or transfer credits into a different Westminster graduate program. Consult with your individual graduate program director for questions related to previously completed course work and equivalencies. Any student wishing to transfer between graduate programs must apply to and meet all criteria for admission into that program.**

All international transcripts are evaluated by external services such as Academic Credentials Evaluation Institute (ACEI) or World Education Services (WES), which determines the level of coursework taken and the semester hour and grade equivalents. Only coursework that is determined to be equivalent to graduate-level academic work that meets the criteria noted above will be considered for transfer. Equivalencies to Westminster courses will be determined by graduate program directors.

### Converting Quarter Credit Hours to Semester Credit Hours

A quarter hour is equal to two-thirds of a semester hour, so one quarter hour transfers as .67 credit hours. Students transferring from institutions using the quarter system do not lose credit, because semesters are longer than quarters.

### Quarter Hours and Westminster Hour Requirements

To be accepted as meeting Westminster University requirements, courses must not only have equivalent academic content, they must also equal at least two-thirds of the Westminster required hours, e.g., a language class must be 2.68 credit hours or more.

## Academic Advising

Academic advising and mentoring are crucial to Westminster University's student-centered mission. It is a developmental process during which advisors (faculty, staff, and peer) work with individual students to create curricular choices designed to match the student's life and career goals. In partnership with students, advisors will:

- Share knowledge about the institution and the curriculum
- Link students to university and community resources
- Provide accessible advising
- Demonstrate sensitivity to differences among diverse student communities.

Faculty advisors work with students to map out degree requirements and plan course sequencing to graduation. These advising sessions generally:

- Review the requirements for the degree, any special options, and possible electives
- Identify any deficiencies in the student's record and ways to correct them
- Discuss career options

## Compliance with F-1 or J-1 Student Regulations

Students attending Westminster in F-1 or J-1 nonimmigrant student status must abide by regulations established by the U.S. Department of Homeland Security. Students are responsible for being informed of the regulations specific to their nonimmigrant student status. The Office for Global Engagement provides orientation and regular updates about F-1 and J-1 regulations. Students can also find information about regulations at <https://studyinthestates.dhs.gov> and <https://j1visa.state.gov>.

A student who fails to comply with regulations will lose student status, their I-20 or DS-2019 will be terminated, and may be subject to deportation. A student whose I-20 or DS-2019 has been terminated due to loss of student status is not eligible to enroll in classes at Westminster unless the student has taken action to apply for reinstatement or travel and reenter with approval from the Office for Global Engagement.

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## Transfer Credit

### Criteria for the Acceptance of Transfer Credit\*

Transfer evaluations are processed in the Registrar's Office within 48 hours of the receipt of most transcripts. Westminster University awards transfer credit for coursework that meets the following criteria:

- The transfer institution must be regionally accredited; some programs require professional accreditation in addition to regional accreditation.
- Only graduate-level coursework can be applied to a graduate program.
- Courses transferred must meet the minimum grade requirements as stipulated by each graduate program.

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## Withdrawal and Leave of Absence

### Withdrawing from Courses

Students may withdraw from one or more classes while remaining enrolled in other classes by adjusting their schedules through Self-Service. To withdraw from all classes and inactivate your student status with the university, submit a [Withdrawal Request](#) to the Registrar's Office. For full-semester courses, students may withdraw from classes without penalty before the second full week of classes. For classes that meet in 7-week blocks, students may withdraw without penalty before the second class session. Please refer to the [Student Accounts Services](#) web page for the tuition refund schedule.

For full-semester courses, students may still withdraw from class through the eleventh week of class and receive a W. For classes that meet in 7-week blocks, students may withdraw from class before the sixth session and receive a W, which does not affect a student's GPA. Students who withdraw after these dates receive a grade of WF, which is calculated as an F in the GPA.

Specific withdrawal deadlines are listed in the Academic Calendar. In the case of illness or injury, family members may complete the student withdrawal from the university. In case of duress or special need, an administrative withdrawal may be initiated by the Dean of Students.

Students who fail to withdraw from courses are liable for all tuition and interest charged to their accounts. Students may be administratively withdrawn on the census date receiving a final grade of AW if they do not attend any classes during the first two weeks of the semester. Grades of F are assigned at the end of the semester for any classes when students remain enrolled.

### Late Withdrawal for Unusual or Extenuating Circumstances

Students sometimes face unusual or extenuating circumstances that prevent them from finishing a course or semester or otherwise complying with institutional deadlines. A Review Committee meets monthly to examine petitions made by students regarding retroactive record changes (e.g. medical withdrawal) and/or full or partial charges of tuition and fees. A [student's petition](#), which includes a detailed letter and appropriate documentation of the unusual or extenuating circumstances, can be submitted to the Registrar's

Office (Bamberger Hall, Upper Floor or [registrar@westminsteru.edu](mailto:registrar@westminsteru.edu)). A form and specific instructions are available on the Registrar's Office website.

All petitions must be submitted within six weeks after the end of the semester in question. Absent serious extenuating circumstances, requests submitted beyond six weeks after the end of the semester will not be considered. Because tuition insurance is recommended, petitions for removal of tuition charges are rarely approved even if the committee decides to approve a change to the academic record. If a petition for refund is granted, changes will be made retroactive only to the last date of attendance, and tuition charges will be adjusted according to Westminster University's posted refund schedule found on the Student Account Services webpage. Reevaluation by the student's physician or counselor may be required prior to re-enrollment.

Following these guidelines, the Review Committee will either approve or deny all petitions. A student who thinks there has been unfair bias or encountered a procedural error made by this committee may appeal it in writing within ten calendar days to an Appeals Committee chaired by the Vice President for Finance and Administration. The decision reached by this committee is final.

NOTE: The Review Committee cannot change rules regarding the amount of federal financial aid that must be returned when a student does not fulfill program requirements. Students are encouraged to read "Withdrawing and Its Effect on Financial Aid" section in the academic catalog and call or visit the Financial Aid Office to determine specific implications for anticipated registration changes. In many cases, if a student withdraws from classes both the federal and institutional financial aid award may be adjusted and all unpaid tuition resulting from the cancellation will become due immediately.

## Voluntary Leave of Absence

Westminster University recognizes that students occasionally find themselves in circumstances that require a voluntary leave for military or religious service, medical issues, employment, or financial reasons. A voluntary leave of absence at Westminster University is defined as an interruption of continuous enrollment usually less than three regular semesters (does not include May term or summer term). An approved voluntary leave of absence does not defer student loans and students should consult with the Financial Aid Office regarding their eligibility to maintain their current financial aid award.

To be eligible for a leave of absence, students must be a currently registered, degree-seeking student. Some academic programs may impose restrictions upon a leave of absence, so students are encouraged to consult with their academic program or department prior to submitting a request for voluntary leave. A leave of absence is not required for summer term. Students under voluntary leave are not required to readmit upon return and may stay enrolled in their declared governing catalog provided they return within the three semesters. Access to Westminster email and technology accounts remain active during a short-term leave of absence. Students who fail to return to school after an approved leave of absence will be considered withdrawn by the institution and will be expected to reapply.

## National or Religious Service

Students may engage in national (i.e., military) or religious service for an extended period of time (longer than three regular semesters) and will not be required to re-apply to the university upon their planned return date.

Westminster will hold institutional scholarships, provided you do not attend another school before returning to Westminster and submit appropriate documentation of national or religious service as part of your leave request.

In most cases, students will be placed under current, existing catalog requirements in effect at the time of return.

## Applying for a Leave of Absence

1. Discuss your desire to apply for a leave of absence with your academic or program advisor.
2. Complete the [Leave of Absence Form](#) available on-line or in the Registrar's Office.
3. Submit documentation of national or religious service if leave will extend beyond three regular semesters.
4. Meet with representatives in the Financial Aid Office, Student Account Services, and Residence Life/Housing (if applicable). Students with outstanding financial balances will be required to sign promissory notes and make adequate financial arrangements prior to taking leave.
5. Completed forms must be turned in to the Registrar's Office to complete the leave process.

**Note:** Students who are unable to apply for voluntary leave in person may designate an individual to apply for them, provided there is a Release of Information Form (FERPA) on file for that designated individual.

## Graduation

### Applying for Graduation

Students should submit a completed [graduation application](#) to the Registrar's Office to indicate plans to finish the coursework for their degree.

- **Due October 1** for students planning to graduate after spring, May Term, or summer.
- **Due April 1** for students planning to graduate after fall semester.

Steps:

1. Review your plan to graduate in Self-Service and ensure courses are planned to fulfill every requirement.
2. Schedule a meeting to discuss your plans with your academic advisors.
3. Update your plans in Self-Service based on your consultation with advisors.
4. Submit the completed graduation application to the Registrar's Office.

### Graduation Requirements

To be eligible for a master's degree or graduate certificate, students must satisfy the conditions outlined in each program. The final responsibility for being informed about, and adhering to, graduation requirements rests with the individual student.

### Graduating with Honors

Honors are not awarded to graduate students.

### Academic Rank

Westminster University does not rank its students.

### Commencement

Commencement is typically held in May. All students who complete or will complete their degree requirements within the academic year are eligible to participate in the commencement exercises.

## General Information

### Conduct

Students are expected to abide by the Code of Student Conduct of Westminster University and any additional behavioral expectations published in Program Handbooks by their respective graduate programs. Conduct violations will be addressed as prescribed in the Code of Student Conduct or Program Handbook, whichever is determined appropriate by the Dean of Students and/or Program Director.

Non-academic conduct review processes facilitated at the program level that may result in sanctions to the student must include the following provisions:

- The Dean of Students or representative must be included in the body that reviews allegations and evidence of misconduct.
- Any sanctions applied must be clearly communicated to the student and a copy shared with the Registrar's Office.
- Provisions for readmission and/or return to good standing, if any, must be indicated as part of the sanction letter.

### Web Services

Students can use Self-Service to search and register for classes, view and print class schedules, print unofficial transcripts, print degree audits, change their address, and pay tuition. At the end of the semester, all final grades are posted in Self-Service. Self-Service requires a login name and password, which can be obtained through the Information Services department.

Canvas is Westminster's online learning management system. It includes online tools such as syllabi, discussion boards, electronic reserves and more. Students and faculty are automatically loaded into their Canvas courses at the start of a semester; however, as students add and drop, this may not be reflected in Canvas.

The Canvas database is **not connected** to the official main university database directly. Students dropped from Canvas are not considered dropped from courses officially and are still responsible for all tuition charges.

### E-mail Accounts

Each student is provided with a Microsoft Outlook e-mail account when they are accepted as a student. This campus e-mail system provides the e-mail address of all the students, staff, and faculty at Westminster. Students are required to check their campus e-mail frequently because important information is sent to students via e-mail, such as registration deadlines, campus events, and activities, or general school announcements. Instructors also use Microsoft Outlook to contact students with specific class information. For instructions on how to check student e-mail or, linking university email to an off-campus email address, please contact the Help Desk on the garden level of the Giovale Library, submit a [Help Desk Request](#), or call the IS Support Phone at 801.832.2023.

### ID Cards

Student ID cards are available in the [Health, Wellness, and Athletics Center \(HWAC\)](#). The card gives access to the fitness center and acts as a library card (giving access to all academic libraries in Utah), a meal card, an activity card, a UTA pass, and official university identification. A semester sticker on the back of the card indicates that the card has been validated through the term indicated. Identification cards must be validated each semester. Replacement cost is \$10.

### Parking and UTA Bus Passes

Please visit the campus patrol web page for information on parking passes. Westminster offers annual bus passes, good for all UTA buses except ski and paratransit buses, for free. Visit the Health and Wellness Center (HWAC) for more details about this year's current costs as well as how to obtain a new "swipe card" to serve as a pass. In some cases, you may be asked to show your university I.D. card to use the pass.

**EXPENSES**

**Graduate Tuition and Fees**

For cost of attendance details see [Financial Aid](#).

Program	Cost Per Credit	Total Credit Hours	Estimated Program Total (subject to annual increases)
<b>Bill &amp; Vieve Gore School of Business</b>			
Master of Accountancy	\$1,168*	30	\$35,040*
Master of Business Administration	\$1,630*	32-37	\$52,160-\$60,310*
Master of Business Administration in Technology Commercialization	\$1,630*	32-37	\$52,160-\$60,310*
<b>College of Arts &amp; Sciences - School of Education</b>			
Master of Arts in Community and Organizational Leadership	\$826	35	\$28,910
Master of Arts in Teaching	\$826	Based upon selected program option	\$37,170 for 45 credits
Master of Education	\$826	32	\$24,432
<b>School of Nursing and Health Sciences</b>			
Master of Public Health	\$1,221	45	\$59,945
Master of Science in Nursing: Family Nurse Practitioner	\$1,354	42	\$56,868
Master of Science in Clinical Mental Health Counseling	\$982	60	\$58,920
Doctor of Nursing Practice	\$1,345	32	\$43,040
Doctor of Nursing Practice - Nurse Anesthesia	\$1,577	90	\$141,930
<b>IPSL - Global Engagement</b>			
Master of Arts in Community Organizing and Social Activism	\$1,099*	33-36 (program always charges for 36 credits)	See chart below*

Program	Cost Per Credit	Total Credit Hours	Estimated Program Total (subject to annual increases)
Master of Arts in International Development and Service	\$1,099*	33-36 (program always charges for 36 credits)	See chart below*

**\*Programs with Fixed Pricing**

**Master of Accountancy**

Students enrolling in the MAcc program during the 2024-2025 academic year will pay \$1,168 per credit hour. A total of 30 credit hours are required to complete the program for a total of \$35,040. Pricing for this program is all inclusive (includes all course materials) and fixed for five years once enrolled so long as the student stays active in the program (i.e., by taking no more than one semester off).

**Master of Business Administration**

Students enrolling in the MBA and MBATC programs during the 2024-2025 academic year will pay \$1,630 per credit hour. A total of 32-37 credit hours is required to complete the program for a total of \$52,160-\$60,310. Tuition includes all programs costs including books, access to all program functions, and a required international trip. The tuition price will remain fixed for five years, as long as the student progresses satisfactorily (i.e., by taking no more than one semester off).

**Master of Arts in Community Organizing & Social Activism and International Development & Service**

Students enrolling in either IPSL Global Engagement program during the 2024-2025 academic year have the option to choose between two formats: three semesters away and one semester at home (3 + 1), or two semesters away and two semesters at home (2 + 2). A total of 28-38 credit hours is required to complete the program. Prices for both programs are inclusive of 36 credits of tuition (9 credits per term regardless of actual credits enrolled), room & board, and study abroad/home semester fees and are fixed with continuous enrollment for four semesters. Total program costs are displayed below:

Format	Tuition	Room and Board	Study Abroad/ Home Term Fees	Program Total
3 semesters abroad + 1 semester home	\$1,099 x 9 credits = \$9,891/ semester x 4 = \$39,564	\$4,650/ semester x 3 = \$13,950  Three semesters away must be completed first.	\$6,142/ semester x 3 = \$18,726  Includes 4 flights and \$300 home semester course fee.	\$72,240
2 semesters abroad + 2 semesters home	\$1,099 x 9 credits = \$9,891/ semester x 4 = \$39,564	\$4,650/ semester x 2 = \$9,300	\$6,142/ semester x 2 = \$12,884  Includes 3 flights and \$300 home semester course fee x 2 = \$600	\$61,748

### Health, Wellness, and Athletic Center Membership Fee

The membership fee of \$13.50/month is optional and would be paid directly to the Dolores Doré Eccles Health, Wellness and Athletic Center.

### Auditing Fees

Program	Cost Per Credit
Alumni Audit*	\$100 + \$50 technology fee (plus any additional course fees; for example ceramics courses require a \$250 materials fee per class)
Master of Accountancy	\$584
Master of Business Administration	\$815
Master of Arts in Community and Organizational Leadership	\$413
Master of Education	\$413
Master of Public Health	\$413

\*See Academic Policies and Procedures for more information on alumni audits or contact the Alumni Office for details.

### Payment of Tuition and Fees

**Tuition, fees, and room and board charges are due in full, on the first day of the month the given semester begins, unless payment arrangements have been made.** Students registering late must pay in full when they register. Students unable to pay in full must make other arrangements with the Student Account Services Office by the second week of the semester. The university reserves the right to grant or deny financing for any student based on his or her credit worthiness. In addition, the university reserves the right to cancel the registration of any student who fails to comply with all terms of his or her financial obligation with the university. Additional information on this policy is available in the Student Account Services Office. Statements of credits, certificates of graduation, or transcripts are issued only to students who are current in their obligations with the university. All outstanding charges are due and payable at the time students leave the university.

### Tuition Reviews

#### Late Withdrawal for Unusual or Extenuating Circumstances

Students sometimes face unusual or extenuating circumstances that prevent them from finishing a course or semester or otherwise complying with institutional deadlines. A Review Committee meets monthly to examine petitions made by students regarding retroactive record changes (e.g., medical withdrawal) and/or full or partial charges of tuition and fees. A student's petition, which includes a detailed letter and appropriate documentation of the unusual or extenuating circumstances, can be submitted to the Registrar's Office (Bamberger Hall, Upper Floor or registrar@westminsteru.edu). A form and specific instructions are available on the Registrar's Office website.

All petitions must be submitted within six weeks after the end of the semester in question. Absent serious extenuating circumstances, requests submitted beyond six weeks after the end of the semester will not be considered. Because tuition insurance is recommended, petitions for removal of tuition charges are rarely approved even if the committee decides to approve a change to the academic record. If a petition for refund is granted, changes will be made retroactive only to the last date of attendance, and tuition charges will be adjusted according to Westminster University's posted refund schedule found on the Student Account Services webpage. Reevaluation by the student's physician or counselor may be required prior to re-enrollment.

Following these guidelines, the Review Committee will either approve or deny all petitions. A student who thinks there has been unfair bias or encountered a procedural error made by this committee may appeal it in writing within ten calendar days to an Appeals Committee chaired by the Vice President for Finance and Administration. The decision reached by this committee is final.

**NOTE:** The Review Committee cannot change rules regarding the amount of federal financial aid that must be returned when a student does not fulfill program requirements. Students are encouraged to read "Withdrawing and Its Effect on Financial Aid" section in the academic catalog and call or visit the Financial Aid Office to determine specific implications for anticipated registration changes. In many cases, if a student withdraws from classes both the federal and institutional financial aid award may be adjusted and all unpaid tuition resulting from the cancellation will become due immediately.

### Tuition Refund Schedule

This refund schedule applies to regular credit-bearing courses, but excludes IPSL and other trip-based courses.

Fall Semester	Percent
8/21/24 to 8/30/24	100%
8/31/24 to 9/6/24	80%
9/7/24 to 9/13/24	60%
9/14/24 to 9/20/24	30%
After 9/20/24	0%
Spring Semester	Percent
1/21/25 to 1/29/25	100%
1/30/25 to 2/5/25	80%
2/6/25 to 2/12/25	60%
2/13/25 to 2/19/25	30%
After 2/19/25	0%
Summer Term - First Four Weeks	Percent
5/16/25 to 5/26/25	100%
5/27/25 to 6/2/25	50%
6/30/25 to 6/9/25	25%
After 6/9/25	0%
Summer - Second Four Weeks	Percent
6/17/25 to 6/24/25	100%
6/25/25 to 7/1/25	50%
7/2/25 to 7/8/25	25%
After 7/8/25	0%
Summer - Third Four Weeks	Percent
7/14/25 to 7/21/25	100%
7/22/25 to 7/25/25	50%
7/26/25 to 7/30/25	25%
After 7/8/25	0%
Summer - First Eight Weeks and Full Twelve Weeks	Percent
5/19/25 to 5/26/25	100%
5/27/25 to 6/2/25	50%
6/3/2025 to 6/9/25	25%



Fall Semester	Percent
After 6/9/25	0%
Summer - Final Eight Weeks	Percent
6/17/25 to 6/24/25	100%
6/25/25 to 7/1/25	50%
7/2/25 to 7/8/25	25%
After 7/8/25	0%

## Tuition Insurance

All students except those in IPSL Global Engagement programs will be automatically enrolled in a tuition insurance program through A.W.G. Dewar, Inc., and charged 1.1% of their tuition and fees (including room and board) for Fall and Spring semesters unless they choose to waive this coverage.

Many Westminster students encounter unexpected physical or mental health challenges each year. This coverage provides students and their families needed protection for their educational investment. Westminster students with tuition insurance are eligible for a 75% refund should they face injury, sickness, or mental health issues that result in withdrawing from all of their fall or spring courses. **Students and families who do not want tuition insurance will need to complete a waiver each year to opt out of this coverage.**

Westminster strongly encourages families to participate in tuition insurance to prevent the stresses of an all-too-common scenario: a student will experience an unexpected physical or mental tragedy, withdraw from courses, and be obligated to pay tuition. Tuition insurance allows the student to focus on their recovery and return to their studies.

## Health and Accident Insurance

Students are encouraged to carry health and accident insurance. Many plans carry students on their parents' coverage if they are 26 years of age or younger. Westminster's website has a list of many plans, as there are different options and rates available to students. Cost may vary somewhat due to the student's age. Please contact the Office of Student Life for more information. All international students and student athletes attending Westminster University are required to carry insurance coverage. Students admitted to the nursing program are required to provide evidence of health insurance coverage. All students traveling on a university trip (May Term, Retreats, Conferences, Study Abroad, etc.) must also show proof of insurance.

In addition, the following website link provides useful information regarding insurance options for university students. Topics covered include the industry as a whole, the Affordable Care Act, Medicaid, and healthcare for the uninsured:

[Understanding Health Insurance for College Students and Young Adults](#)

The following list provides some resources to review health insurance options that may be available to you.

- [Humana](#)
- [eHealthInsurance](#)
- [SelectHealth Individual Plans](#)
- [Regence BlueCross BlueShield of Utah Individual Plans](#)

## FINANCIAL AID

### Understanding Financial Aid

#### Federal Direct Student Loan Program

Degree-seeking graduate students are eligible to apply for Federal Direct Student Loan funds. Graduate students may borrow up to \$20,500 per academic year in a Federal Unsubsidized Direct Loan. The aggregate

maximum borrowing limit for graduate students is \$138,500 of which includes undergraduate borrowing.

Students must be enrolled at least half-time each semester in order to borrow or to have loan payments deferred. Half-time is defined as four (4) to five (5) credit hours and full-time is defined as seven (7) or more credit hours per semester.

Applicants must apply for federal financial aid using the Free Application for Federal Student Aid (FAFSA). The Financial Aid Office will then determine the amount of a loan that the student may qualify for and originate the student's loan according to the amounts accepted on the student's Financial Aid Offer.

#### Federal Graduate PLUS Loan

Students may borrow up to the cost of attendance (budget costs minus any financial aid received) and must use the loan funds to pay educational costs. The Department of Education will review the student credit history prior to approval of this loan. PLUS is a fixed rate loan based on first disbursement date. PLUS Loan interest rates are revised annually. Students can choose to make monthly principal and/or interest payments while in school or can choose to defer payments for up to six (6) months after the student graduates or drops below half-time enrollment. For further information concerning this program, contact the Financial Aid Office.

## Cost of Attendance

Graduate students cost of attendance vary based on the graduate program in which the student is admitted. They also vary based on the number of credit hours for which a student enrolls and can include other expenses incurred by the student as a result of enrollment in that graduate program. The allowance for books and supplies is only applicable to programs where books are not included in the cost of tuition. The budget figures listed below are for 12 months (Fall, Spring and Summer semesters).

Type of Expense	Cost Associated
Tuition and Fees	Varies by program
Living Expenses	\$15,792
Transportation	\$2,544
Direct Student Loan Fees	\$217
Personal Expenses	\$3,048
<b>TOTAL</b>	<b>\$21,601 + Program tuition and fees</b>

## Student Aid Index

Your Student Aid Index (SAI) is an index number that the Financial Aid Office uses to determine how much and what types of financial aid you would receive while attending Westminster University. The information you report on your FAFSA, including specific tax and family information, is used to calculate your SAI.

## Determination of Need

Financial need is calculated by subtracting the SAI from the cost of attendance. If the Family Contribution is less than the Cost of Attendance, financial need is established.

## Satisfactory Academic Progress

Graduate students must maintain satisfactory progress in order to receive Title IV (federal) student financial aid funds and institutionally funded financial aid. Title IV student financial aid includes the following programs: Federal Work Study, Federal Direct Unsubsidized Loan and Federal Graduate PLUS Loan. Please note that Satisfactory Academic Progress (SAP) is NOT the same as Academic Standing as determined by the Registrar's Office.

Even if a student is not receiving federal financial aid, any course or term a student is enrolled will count toward the Satisfactory Academic Progress policy standards.

**Grade Requirement**

The qualitative measure of a student's Satisfactory Academic Progress is based on meeting a minimum GPA requirement. Students must maintain at least a cumulative 2.0 GPA. This requirement does not take transfer credits into consideration.

**Completion Requirement**

The quantitative measure of a student's Satisfactory Academic Progress is based on the completion of at least 70 percent of the credit hours for which students attempt to be making satisfactory progress. Any class that appears on the academic transcript **will** be counted toward total credit hours. Transcript grades include the following:

Letter Grade	Description
A, A-	Excellent
B+, B, B-	Above Average
C+, C, C-	Average
D+, D, D-	Poor
F	Failure
CR	Credit
NC	No Credit
W	Withdrawn
WF	Withdrawn Failing
UW	Unofficial Withdrawal
I	Incomplete
T	Temporary
X	Repeat
R	Repeated
AU	Audit Credit

The following will not be counted as credit hours completed:

Letter Grade	Description
F	Failure
W	Withdrawn
WF	Withdrawn Failing
UW	Unofficial Withdrawal
I	Incomplete
NC	No Credit
X	Repeat
T	Temporary

**Program Length Requirement**

In addition, the quantitative measure is based on completion of a graduate program in a time frame that is within 150% of the program length to continue to receive federal financial aid.

**Transfer Credits**

Transfer credits taken prior to attending Westminster University are counted as completed hours. Transfer students will have a GPA based only on courses completed at Westminster University. If a student changes programs, the coursework will still be counted toward Satisfactory Academic Progress and part of the 150% program length time frame. If a student pursues a second degree, the time frame will be evaluated for the 150% program length. Coursework completed during Summer Term will be counted in the overall completion rate and entered into the 150% program length.

**Incompletes, Noncredits, or Withdrawals**

Grades of incompletes, noncredits, or withdrawals (F, I, NC, W, T, WF) will be counted as attempted and not completed courses.

**Timetable for Review**

Students records will be reviewed at the end of each academic year to determine if they comply with the satisfactory academic progress policy. The academic year ends with Spring Term and will include any period of time during the academic year the student was enrolled. Students who have grade changes that affect academic progress after it has been reviewed are responsible for notifying the Financial Aid Office so that their progress may be re-reviewed for compliance. Grade changes, including incomplete grade updates, affecting student eligibility for financial aid must be on file with the Registrar's Office prior to the first date of classes in the next semester of enrollment for the student's record to be re-reviewed for satisfactory progress in that semester.

**Enrollment Status for Financial Aid Funds**

Full-time graduate student status is defined as seven (7) or more credit hours per semester. Half-time graduate student status is between four (4) credit hours and five (5) credit hours. Graduate students must be enrolled at a half-time status to be eligible for federal student loans. Financial aid may be adjusted based on enrollment status.

**Retaking Courses and Financial Aid**

Retaken coursework may count toward enrollment status and federal financial aid eligibility for a student who is repeating a previously passed course once. This class may be counted toward a student's enrollment status awarded Title IV aid based on that status based on inclusion of the class. A student may be paid for repeatedly failing the same course as long as satisfactory academic progress requirements are met.

**Reinstatement of Financial Aid**

After becoming ineligible for financial aid funds, a student can be considered for receipt of financial aid only when the completion percentage and grade point average requirements have been met.

**Notification**

On an annual basis at the end of Spring Semester, the Financial Aid Office will notify by email any student receiving financial assistance who does not meet the satisfactory academic progress requirements and has been determined to be ineligible for financial aid. The notice will be addressed to the student's Westminster University email address.

**Satisfactory Academic Progress Policy/Appeal/Academic Plan**

Any student determined to be ineligible for financial aid has the right to appeal.

- The student appealing the satisfactory progress decision **will** submit a written appeal to the Financial Aid Office. The appeal must explain why the student failed to make satisfactory academic progress and what has changed in their situation that **will** allow them to make satisfactory academic progress in the future. The Financial Aid Office will give a decision to the student's Westminster email account within ten working days of receipt of a complete appeal.
- If an appeal is granted, the student will develop an Academic Plan with an academic advisor. Once the Academic Plan has been submitted, the student must complete 100% of the coursework outlined in the plan each term. Students who meet the conditions of their academic plan will continue to meet with an academic advisor to develop Academic

Plans until satisfactory academic progress requirements have been met. Students who do not meet the conditions outlined in their academic plan will lose all aid eligibility until they meet satisfactory academic progress requirements.

If the appeal is not approved, and the student wishes to proceed further with the appeal, the student can submit an additional appeal to the Director of Financial Aid. The Director of Financial Aid will make a decision, in writing, within five working days of receipt of the appeal.

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## Withdrawal and Its Effect on Financial Aid

### Return of Title IV Financial Aid Funds

Federal regulations govern the return of Title IV (federal) financial aid funds that have been disbursed for a student who completely withdraws or does not attend the scheduled classes during a term payment period, or period of enrollment. The Title IV programs included under these regulations for graduate students are: Federal Direct Unsubsidized Loans and Federal Direct Graduate PLUS loans.

### Earning Title IV Financial Aid

The regulations operate under the principle that a student "earns" financial aid based on the period of time enrolled.

During the first 60% of the enrollment period, a student "earns" Title IV federal financial aid funds in direct proportion to the length of time they remain enrolled (for example, a student attending 45 days, of 102 days in the semester, would earn 44% of their scheduled financial aid). A student who withdraws from the university beyond the 60% point has "earned" all Title IV federal financial aid for the period.

Unearned Title IV funds must be returned to the federal financial aid programs. Unearned aid is the amount of disbursed Title IV aid that exceeds the amount of Title IV aid earned under the formula. Unearned Title IV program funds are processed no later than 45 days after the date of the school's determination that the student withdrew.

### Repayment of Unearned Title IV Financial Aid

The responsibility to repay unearned Title IV aid is shared by the institution and the student in proportion to the aid each is assumed to possess.

The institution's share is the lesser of:

- the total amount of unearned aid; or
- institutional charges multiplied by the percentage of unearned aid.

The student's share is the difference between the total unearned amount and the institution's share. Westminster University will return the unearned aid for which the school is responsible, by repaying the Department of Education to the following sources, in order, up to the total net amount disbursed from each source.

Title IV Programs Order of Federal Funds Returned:

1. Federal Direct Unsubsidized Loan
2. Direct Grad PLUS Loan
3. Federal TEACH Grant

Students withdrawing after the end of the university's refund period are liable for the remaining charges independent of financial aid adjustments. Students considering withdrawal or enrollment below half-time status should call or visit the Financial Aid Office to determine the specific implications. Official withdrawal notifications should be provided to the Registrar's Office. For official withdrawals, a student's date of withdrawal from the withdrawal form is used to determine the amount of aid earned.

### Official Withdrawal

Official withdrawal notifications should be provided to the Registrar's Office. For official withdrawals, a student's date of withdrawal from the withdrawal form is used to determine the amount of aid earned.

### Unofficial Withdrawal

Students who do not successfully complete at least one class during a semester will be reviewed as a potential unofficial withdrawal. Faculty members report the last date of attendance for any student receiving a failing grade. That last date of attendance is determined by faculty for academically related activities. Academically related activities include:

- Attending a synchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is an opportunity for interaction between the instructor and students;
- Submitting an academic assignment;
- Taking an assessment or an exam;
- Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction;
- Participating in a study group, group project, or an online discussion that is assigned by the institution; or
- Interacting with an instructor about academic matters; and

Does not include (for example):

- Living in institutional housing;
- Participating in the institution's meal plan;
- Logging into an online class or tutorial without any further participation; or
- Participating in academic counseling or advisement.

That last date of attendance is used to calculate Title IV aid eligibility. If the Financial Aid Office cannot document a student's attendance through 60% or more of the semester, a student is considered to have unofficially withdrawn and the student's federal financial aid will be subject to the Return of Title IV Aid calculation described above. A student found to have unofficially withdrawn will have the calculation performed using the 50% point in the semester unless a last date of attendance can be documented.

### Additional Information

Further information about return of federal funds calculations can be obtained from the Financial Aid Office.

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## Institutional Refund Policy

Institutional refunds are determined on the date that add/drop or withdrawal forms are completed and processed in the Registrar's Office. Refer to the appropriate class schedule for the specific refund schedule for each semester. All institutional charges (tuition, fees, and room and board) are refunded based on the tuition refund schedule. Please check the Student Accounts Services webpage for the [Tuition Refund Schedule](#).

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## Miscellaneous Information

**Notification of Financial Aid Offer**– Students submitting applications and other supporting documentation are notified of aid awarded electronically or by mail.

**Changes in Financial Status**– Students are responsible for reporting any change in family financial resources from extra income, gifts, or outside aid. If the additions reduce the financial need, the award may be reduced. Failure to report additional resources may result in total cancellation of all financial aid. If resources decrease, students may request additional funds.

The university makes every effort to assist students in securing the financial aid they need to be successful in their studies and career goals, based on availability of funds.

**Employer Reimbursement**– Students receiving reimbursement from their employers who apply for financial aid through the Free Application for Federal Student Aid (FAFSA) are required to notify the Financial Aid Office and submit documentation of the amounts to be received. Employer reimbursement is considered estimated financial aid and financial aid awards may be reduced.

**Withdrawal from University**– If a student receiving merit-based aid withdraws from the university or is suspended before the end of the semester, the student's financial aid award is canceled and all unpaid tuition resulting from the cancellation of the merit-based aid for that semester is due and must be paid immediately.

Incoming students are encouraged to apply for financial aid at the time they apply for admission to the university. Continuing students are reminded to reapply for financial aid each academic year. Financial Aid offers are made on a first-come, first-serve basis; therefore, it is in each student's best interest to submit application materials as early as possible. Regulations and policies for many of the Federal Financial Aid Programs change periodically. For additional information about any type of financial aid, contact the Financial Aid Office.

## ADDITIONAL PROGRAM REQUIREMENTS FOR ADMISSION

### MASTER OF SCIENCE IN CLINICAL MENTAL HEALTH COUNSELING (MSCMHC)

#### Admission Requirements

Admission to the program is based on an evaluation of demonstrated academic ability and potential for success in therapeutic counseling settings. Students enter the program at the beginning of the Fall semester only.

The application deadline is December 16, 2022, for the class beginning in August 2023. Late applications may be considered on a space-available basis.

A candidate for admission must submit the following materials to the Office of Graduate Admissions:

- Completed application form
- \$50 application fee
- A professional statement of intent which addresses your motivation, preparation, and commitment to the field of mental health counseling. And, how do you see yourself making an impact in the field?
- Professional résumé detailing professional work experience, including relevant job titles, work experiences, responsibilities, and related activities
- Three letters of recommendation from a current or previous supervisor or professor who can address the candidate's academic and interpersonal skills relevant to the practice of a professional counselor.
- Official transcripts from all colleges and universities attended showing proof of baccalaureate degree earned from a regionally accredited institution with a minimum cumulative GPA of 3.0.
- Completion of a recorded interview within the online application form. Questions are provided within the application during the recording process.
- Select applicants will be invited to a group interview session and/or additional individual interviews.

When an individual's application file is complete with required documents and according to application dates, the application materials are evaluated by the MSCMHC Admissions Committee. An interview with mental health counseling faculty will be arranged by the School of Nursing & Health Sciences. Once accepted into the program, the applicant must submit a \$250 tuition deposit within 3 weeks (21 days), which guarantees a place in the entering class. Students admitted from the waitlist have 2 weeks (14 days) to pay the \$250 tuition deposit. To preserve the faculty to student ratio, space availability in each class is limited. Westminster University reserves the right to close the class earlier than dates specified if enrollment goals are met before those dates.

### MBA, MBA IN TECHNOLOGY COMMERCIALIZATION, AND GRADUATE CERTIFICATE

#### Admission Requirements

Admission to the graduate programs at Westminster's Bill and Vieve Gore School of Business is based on an evaluation of undergraduate work, professional experience, and leadership potential. Students may enter the program at the beginning of the Fall, Spring, or Summer semester.

A candidate for admission must submit the following application documents to the Office of Graduate Admissions:

- Completed application form
- \$50 application fee
- Personal statement addressing the following questions in approximately two pages, double spaced:
  - Why are you pursuing a graduate business degree at this time?
  - What are your short and long-term career goals?
  - Why would you choose Westminster University's Gore School of Business graduate program as your preferred program?
- One letter of recommendation from academic or professional colleagues who can address the candidate's academic and interpersonal skills relevant to the program.
- Professional résumé detailing professional work experience, including relevant job titles, work experience, areas of responsibility, and other related activities.
- Official transcripts from all colleges and universities attended showing proof of baccalaureate degree earned from a regionally accredited institution.

When an individual's application file is complete with required documents and according to application dates, the applications are evaluated by the Gore School of Business Admissions Committee. Once accepted to a graduate business program, the applicant must submit a \$250 tuition deposit in 30 days or less, which guarantees a place in the entering class. Westminster operates rolling admissions, so it is best to apply as soon as possible. To preserve the faculty to student ratio, space availability in each class is limited. Westminster University reserves the right to close the class earlier than dates specified if enrollment goals are met before those dates.

### MASTER OF ACCOUNTANCY (MACC)

#### Admission Requirements

Admission to the Master of Accountancy at Westminster's Bill and Vieve Gore School of Business is based on an evaluation of undergraduate work, accountancy acumen, and leadership potential. Students may enter the program at the beginning of the Fall, Spring, or Summer semester.

A candidate for admission must submit the following materials to the Office of Graduate Admissions:

- Completed application form
- \$50 application fee
- Personal statement addressing the following questions in approximately two pages, doubled spaced:
  - Why are you pursuing a Master of Accountancy degree at this time?
  - What are your short and long-term goals?
  - Why would you choose Westminster University's Gore School of Business graduate program as your preferred program?
- Professional résumé detailing professional work experience, including relevant job titles, work experiences, responsibilities, and related activities
- One letter of recommendation from academic or professional colleagues who can address the candidate's academic and interpersonal skills relevant to this program

## Additional Program Requirements for Admission

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- Official college or university transcripts from all institutions attended showing proof of baccalaureate degree and fulfillment of prerequisite requirements. Transcripts or test scores are considered official when sent directly from the school or testing service.

When an individual's application file is complete with required documents and according to application dates, the application materials are evaluated by the Graduate Business Admissions Committee. Once accepted to the program, the applicant must submit a \$250 tuition deposit in 30 days or less, which guarantees a place in the entering class. Westminster operates rolling admissions, so it is best to apply as soon as possible. To preserve the faculty to student ratio, space availability in each class is limited. Westminster University reserves the right to close the class earlier than dates specified if enrollment goals are met before those dates.

## MASTER OF ARTS IN COMMUNITY AND ORGANIZATIONAL LEADERSHIP (MACOL)

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### Admission Requirements

Admission to the graduate and certificate programs in community leadership is based on an evaluation of undergraduate work, professional experience, and leadership potential. Students may enter the program at the beginning of the Fall, Spring, or Summer semester.

A candidate for admission must submit the following materials to the Office of Graduate Admissions:

- Completed application form
- \$50 application fee (participation in an online or on-campus visit waives this fee)
- Official college or university transcripts showing proof of baccalaureate degree.
- Transcripts or test scores are considered official when sent directly from the school or testing service.
- Personal statement—address the following questions in approximately 2 pages, double-spaced:
  - What do you hope to learn from the Master of Arts in Community Leadership degree program, and how will you use what you learn?
  - What is your approach to community work and/or social change?
  - What are the most important skills, experiences, and personal characteristics you bring to the Westminster learning community?

The Admissions Committee prefers to receive one letter from an academic recommender and one from a professional recommender, but will consider two from either type of recommender for prospective students who completed their undergraduate degree several years ago or who have limited professional experience.

When an individual's application file is complete with required documents and according to application dates, the application materials are evaluated by the MACOL Admissions Committee. Once accepted into the program, the applicant must submit a \$250 tuition deposit within 30 days or less, which guarantees a place in the entering class. Westminster operates rolling admissions, so it is best to apply as soon as possible. To preserve the faculty to student ratio, space availability in each class is limited. Westminster University reserves the right to close the class earlier than dates specified if enrollment goals are met before those dates.

## MASTER OF ARTS IN TEACHING (MAT)

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### Admission Requirements

Admission to the MAT program is based on an evaluation of undergraduate work, professional experience, and potential to succeed in a teaching environment. Students may enter the program at the beginning of the Fall or Summer semester.

A candidate for admission must submit the following materials to the Office of Graduate Admissions:

- Completed application form
- \$50 application fee (participation in an online or on-campus visit waives this fee)
- Official college or university transcripts from each institution attended showing proof of baccalaureate degree. Transcripts or test scores are considered official when sent directly from the school or testing service.
- Personal statement—address the following questions in approximately 2 pages, double-spaced:
  - Describe why you are becoming a teacher
  - Elaborate on some experiences that you've had while teaching
  - Describe strengths that you would bring to the teaching profession

When an individual's application file is complete with required documents according to application dates, the application materials are evaluated by the MAT Admissions Committee. Once accepted to the program, the applicant must submit a \$250 tuition deposit in 30 days or less, which guarantees a place in the entering class. Westminster operates rolling admissions, so it is best to apply as soon as possible. To preserve the faculty to student ratio, space availability in each class is limited. Westminster University reserves the right to close the class earlier than dates specified if enrollment goals are met before those dates.

**Note:** Formal admission to the MAT Program does not guarantee a recommendation for licensure. Recommendation for licensure is made only upon completion of MAT degree requirements. Therefore, a teaching license will not be recommended without full completion of the MAT and the MAT will not be awarded without recommendation for a teaching license.

## MASTER OF EDUCATION (MED)

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### Admission Requirements

Admission to the MED certificate and graduate programs is based on an evaluation of undergraduate work, professional experience, and potential to succeed in a K-12 teaching environment or a higher or adult education setting. Students may enter the program at the beginning of the Fall, Spring, or Summer semester.

A candidate for admission must submit the following materials to the Office of Graduate Admissions:

- Completed application form
- \$50 application fee (participation in an online or on-campus visit waives this fee)
- Official college or university transcripts for all institutions attended showing proof of baccalaureate degree. Transcripts or test scores are considered official when sent directly from the school or testing service.

- Personal statement—address the following questions in approximately 2 pages, double-spaced:
  - Why do you want to pursue the Master of Education degree?
  - What goals do you have for your learning in the program?
  - What are the most important skills, experiences, and personal characteristics you bring to the program?

The Admissions Committee prefers to receive one letter from an academic recommender and one from a professional recommender but will consider two from either type of recommender for prospective students who completed their undergraduate degree several years ago or who have limited professional experience.

When an individual's application file is complete with required documents according to application dates, the application materials are evaluated by the MEd. Admissions Committee. Once accepted to the program, the applicant must submit a \$250 tuition deposit in 30 days or less, which guarantees a place in the entering class. Westminster operates rolling admissions, so it is best to apply as soon as possible. To preserve the faculty to student ratio, space availability in each class is limited. Westminster University reserves the right to close the class earlier than dates specified if enrollment goals are met before those dates.

## DOCTOR OF NURSING PRACTICE (DNP)

### Admission Requirements

Admission to the program is based on an evaluation of demonstrated academic ability and professional experience. Successful completion of undergraduate courses in pathophysiology, pharmacology, health assessment, statistics, and research will be evaluated during the review of applications. Students enter the program at the beginning of Fall semester and may complete the 42 credit requirements within five semesters, including one summer semester.

A candidate for admission must submit the following materials to the Office of Graduate Admissions:

- Completed application form
- \$50 application fee
- One-page essay answering one of the following questions (200 words or less):
  - Why is the IOM Future of Nursing Report (October 2010) important to the DNP prepared APRN?
  - How do you see yourself, as a DNP prepared APRN, bringing about a systems or policy change to lead an interdisciplinary team within your organization?
  - Do you think that requiring a DNP degree will further increase the primary care provider shortage in the United States?
- Two professional recommendations which speak to applicant's ability to be successful in the DNP. This might include comments regarding clinical skills, critical thinking, independent decision making, and collaborative skills, leadership, etc.
- Professional resume detailing professional work experience, including relevant job titles, work experiences, responsibilities, and related activities
- Official transcripts from all colleges and universities attended showing proof of MS earned from an accredited school of nursing, as well as a regionally accredited institution, with a cumulative GPA of 3.0 or higher. Transcripts or test scores are considered official when sent directly from the school or testing service.
- Current unencumbered APRN license in the State of Utah
- Proof of current national board certification
- Background check performed by castlebranch.com (must be free of criminal arrest). [View background check instructions.](#)
- Negative drug testing (10-panel, urine test) results-performed by castlebranch.com. [View drug screen instructions.](#)

Due Upon Acceptance Into the Program:

- Documentation of current immunizations (including COVID-19 immunizations, MMR, TDAP, PPD, polio, varicella/chickenpox, Hepatitis A, and Hepatitis B).
- The following titers, no more than 3 years old: Hep B, Varicella, Measles, Mumps, Rubella.

Upon completion of the application file with all required documentation, according to application dates, the individual's application materials are submitted to the DNP Admissions Committee for review. A personal interview with DNP faculty will be arranged by the School of Nursing and Health Sciences. Once accepted to the Doctor of Nursing Practice program, applicants must submit \$250 tuition deposit within 30 days, which guarantees a place in the entering class. Westminster operates rolling admissions, so it is best to apply as soon as possible. To preserve the faculty to student ratio, space availability in each class is limited. Westminster University reserves the right to close the class earlier than date specified if enrollment goals are met before those dates.

Note: Currently enrolled MSN: FNP students at Westminster University may qualify for a waiver for letters of recommendation and can have their drug screen and background check carried over from their MSN: FNP application. Currently enrolled MSN students at any institution may qualify for provisional admission if applying prior to the completion of their APRN and National Nurse Certifications. Please contact the Graduate Admissions Office at 801.832.2201 or [gradadmissions@westminsteru.edu](mailto:gradadmissions@westminsteru.edu) with questions.

## DOCTOR OF NURSING PRACTICE - NURSE ANESTHESIA (DNP-NA)

### Admission Requirements

Admission to the graduate programs at Westminster's School of Nursing & Health Sciences is based on an evaluation of undergraduate work, professional experience, and leadership potential. Students may enter the program at the beginning of the Summer semester.

The application deadline is September 30, 2022 for the class beginning in May, 2023. Late applications may be considered on a space-available basis.

A candidate for admission must submit the following materials to the Office of Graduate Admissions:

- Completed application form.
- \$50 application fee.
- BS/BSN in nursing is strongly preferred. Other applicants, i.e., BS, DC, MD, BA, DDS, etc. may also apply, but you must also be an RN.
- Minimum of 1 year of critical care (Intensive Care Unit, Cardiac/Neuro/Thoracic/Shock-Trauma preferred), SICU, MICU, NICU/PICU acceptable. Applicants with experience solely in NICU/PICU or with less than 1 year of critical experience may apply, but they may not be selected for an interview at the MSNA Director's discretion. Critical care (ICU) experience within the last 3 years is required.
- Minimum 3.0 GPA, including a minimum 3.0 GPA in core sciences.
- Official transcripts from all colleges and universities attended showing proof of baccalaureate degree earned from a regionally accredited institution.
- Three recent letters of reference from supervisors that can attest to your character and work performance.
- Professional resume detailing professional work experience, including relevant job titles, work experiences, responsibilities, and related activities.

## Additional Program Requirements for Admission

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- Current RN license in good standing without any restrictions, disciplinary actions, or probationary status. Any prior nursing license restrictions need to be brought to the attention of the program director at the time of application.
- Background check performed by castlebranch.com (must be free of criminal arrest). [View background check instructions.](#)
- Negative drug testing (10-panel, urine test) results performed by castlebranch.com. [View drug screen instructions.](#)
- Successful completion of CCRN certification is highly encouraged.

### Due Upon Acceptance Into the Program:

- Current BLS, ACLS, and PALS certification.
- Documentation of current immunizations (including COVID-19 immunizations, MMR, TDAP, PPD, polio, varicella/chickenpox, Hepatitis A, and Hepatitis B).
- The following titers, no more than 3 years old: Hep B, Varicella, Measles, Mumps, Rubella.
- Physical and Mental Health Certificate.

Upon completion of the application file with all required documentation, according to application dates, the individual's application materials are submitted to the DNP-NA Admissions Committee for review. An interview with DNP-NA faculty will be arranged by the School of Nursing and Health Sciences. Once accepted to the Doctor of Nursing Practice, Nurse Anesthesia program, applicants must submit \$250 tuition deposit within 30 days, which guarantees a place in the entering class. Please refer to the university website for specific application deadlines. It is best to apply as soon as possible. To preserve the faculty to student ratio, space availability in each class is limited to students admitted to the DNP-NA Program. Westminster University reserves the right to close the class earlier than dates specified if enrollment goals are met before those dates.

An applicant of the program must be able to fulfill the job description and duties of a Certified Registered Nurse Anesthetist. A candidate for the program must have abilities and skills in five categories: observation, communication, motor, intellectual, and behavioral/social. Reasonable accommodation for persons with documented disabilities will be considered on an individual basis, but a candidate must be able to perform in an independent manner. Applicants and students must be able to meet DNP-NA Technical Standards.

## School of Nursing & Health Sciences

### Nurse Anesthesia Program

#### Technical Standards for Admission, Continuation and Graduation

Applicants to the Westminster University Nurse Anesthesia Program are selected on the basis of their academic, personal and extracurricular attributes. Applicants must also have the intellectual, physical and emotional capabilities to meet the requirements of the School's curriculum and to function as a safe anesthesia provider.

The following technical standard guidelines are based on those recognized as essential to the study and practice of nurse anesthesia. These guidelines specify the attributes considered essential for completing nurse anesthesia training and for enabling each graduate to enter clinical practice. Because these standards describe the essential functions that students must demonstrate to meet the requirements of nurse anesthesia training, they are prerequisites for admission, continuation, and graduation.

Westminster University Nurse Anesthesia Program will consider for admission any applicant who meets its academic and nonacademic criteria and who demonstrates the ability to perform skills listed in this document, with or without reasonable accommodations, consistent with the Americans with Disabilities Act and the Rehabilitation Act. Our institution is committed to considering all qualified applicants without discrimination on the basis of race, color, religion, national origin, age, sex, veteran status, disability or sexual orientation. The Admissions Committee believes that all students must possess the intellectual, physical and emotional capabilities necessary to undertake the required curriculum in a reasonably independent manner without having to rely on intermediaries, and that all students must be able to achieve the levels of competence required by the program goals and objectives. All candidates for admission, both those with and without disabilities, are expected to be competitive with others in the applicant pool in academic, personal and extracurricular attributes. The institutional policy is to make admissions decisions on the basis of each applicant's qualifications for the study and practice of nurse anesthesia. The School of Nurse Anesthesia's commitment to nondiscrimination against any applicant or admitted student on the basis of disability is consistent with applicable law.

Admitted students with documented, qualified disabilities have access to support personnel within Student Disability Services. An agent of this office will collaborate with other faculty and staff as necessary to provide reasonable accommodations for courses and examinations. The goal is to help students with qualified disabilities find access to the necessary resources to assist them in meeting the technical standards for nurse anesthesia program admission, continuation and graduation.

Requests for accommodation of a disability must be made in a timely manner (preferably before starting classes) to the Director of the Nurse Anesthesia Program and the Office of Student Services. At that time, the following information must be provided at the student's expense:

- Documentation of the disability from a licensed professional.
- The diagnosis of the disability using standard nomenclature.
- A description of the student's functional limitations due to the disability.
- Copies of the evaluation report(s) on or accompanied by a letter on the evaluating professional's letterhead.
- A description of the requested accommodation.

Accommodations that may be appropriate will depend on individual circumstances. In evaluating a request for an accommodation, the Nurse Anesthesia Program will take into account the individual's specific limitations and needs to determine whether the requested accommodation is reasonable and will permit the applicant or student to satisfy the Technical Standards. An accommodation is not reasonable if it poses a direct threat to the health or safety of self and/or others, if making it requires a substantial modification in an essential element of the curriculum, if it lowers academic standards, or poses an undue administrative or financial burden. As mentioned above, except in rare circumstances, the use by a student of an intermediary to perform any of the functions described in the Technical Standards would constitute an unacceptable substantial modification.

For students seeking accommodations, a comprehensive neuropsychological evaluation conducted by a qualified professional must be provided. The evaluation must appear on, or be accompanied by a letter on, the evaluating professional's letterhead.

### Technical Standards for Nurse Anesthesia Studies Required for Admission, Continuation and Graduation

A candidate for the Master of Science in Nurse Anesthesia must be able to demonstrate intellectual-conceptual, integrative and quantitative abilities; skills in observation, communication and motor functions; and mature behavioral and social attributes. Technological compensation can be made for some disabilities in certain areas, but a candidate should be able to perform in a reasonably independent manner *without a trained intermediary*. The use of a trained intermediary means that a candidate's judgment or performance must be mediated by someone else's power of selection, observation, or performance.



**Sensory**

- A candidate must be able to detect and interpret changes in monitoring alarms and equipment.
- A candidate must have sufficient sensory capacity to observe in the lecture hall, the laboratory, the outpatient setting, and the patient's bedside.
- Sensory skills adequate to perform a physical examination are required. Functional vision, hearing and tactile sensation must be adequate to observe a patient's condition and to elicit information from computerized monitors, and through procedures regularly required in a physical examination, such as inspection, auscultation and palpation.
- A candidate must be able to observe a patient accurately at a distance and close at hand.

**Communication**

- A candidate should be able to speak, hear and observe patients in order to elicit information; describe changes in mood, activity, and posture; and perceive nonverbal communications.
- A candidate must be able to communicate effectively and sensitively with patients. Communication includes speech, as well as reading and writing.
- A candidate must be able to communicate effectively via oral and written modalities interacting with all members of the health care team.

**Motor**

- Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers.
- A candidate must be able to negotiate patient care environments and must be able to move self/patients between settings, such as clinic, classroom building, and hospital.
- A candidate should be able to execute motor activities reasonably required to provide general care, to perform direct laryngoscopy, arterial and venous line placement, and performance of peripheral and central nerve blocks, anesthesia gas machine operation and troubleshooting, and to provide emergency and urgent treatment to patients such as fiberoptic intubation and therapies of the difficult airway algorithm.
- Examples of emergency treatment reasonably required of a nurse anesthetist are cardiopulmonary resuscitation (CPR) and the administration of intravenous medication. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.

**Intellectual-Conceptual, Integrative and Quantitative Abilities**

- Intellectual-conceptual, integrative and quantitative abilities include measurement, calculation, reasoning, analysis and synthesis. Problem-solving, the critical skill demanded of a nurse anesthetist, requires all of these intellectual abilities.
- A candidate should be able to comprehend 3-dimensional relationships and to understand the spatial relationships of structures for the performance of peripheral and central nerve blocks.
- A candidate must be able to read and understand medical and nursing literature. In order to complete the degree, candidates must be able to demonstrate mastery of these skills and the ability to use them together in a timely and often critical fashion in problem-solving and patient care.

**Behavioral and Social Attributes**

- A candidate must possess the emotional health required for full utilization of intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients and other healthcare personnel.
- A candidate must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients.
- Commitment to excellence, service orientation, goal-setting skills, academic ability, self-awareness, integrity and interpersonal skills are all personal qualities that are assessed during the admission and education process. Because the nature of nurse anesthesia education is based on a mentoring process, candidates are expected to be able to accept criticism and respond by appropriate modification of behavior. Compassion, integrity, concern for others, interpersonal skills, interest and motivations are all personal qualities that are required.

**Annotations to the Technical Standards**

In addition to the existing text incorporated within the **Technical Standards for Nurse Anesthesia Studies** for Admission, Continuation and Graduation, there are specific needs that are relevant to successful completion of curriculum requirements. This addendum provides specific examples to enhance the interpretation of the Technical Standards, particularly within the "Motor" and "Behavioral and Social Attributes" categories.

- Students are required to master the skills of a complete physical examination.
- They must be able to complete Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS), Pediatric Advanced Cardiac Life Support (PALS) and Neonatal Resuscitation Program (NRP) instruction and certification processes
- Students must be available to meet when sessions are available for the mastery of the curriculum objectives. This may include evening, night and weekend obligations.
- During the clinical internship, several mandatory rotations require extended hours, with start times as early as 5:00 am. Evening, on-call and weekend shifts are common and may extend into 12 to 16 hour days. As a result, students must be able to physically and psychologically perform capably and competently with moderate degrees of sleep deprivation.
- Many surgical procedures essential to training may last for 3 or more hours. Students may be required to stand in a relatively fixed position for the entirety of the procedure with minimal rest or breaks.
- In emergency situations, patients may need to be moved, turned or resuscitated, and the student may be in situations that necessitate short periods of bending, lifting or partial lifting, reaching, squatting or straining.
- Within Westminster rotations, students may be required to cover large areas of space (different patient-care floors, different wings or sections within institutional building structures). They must be able to transport themselves and patients from one location to another in a timely fashion in order to facilitate patient care responsibilities and to receive educational training, such as during rounds.
- Students are responsible to ensure that they arrive fit for duty, which is defined as being in sound emotional, physical, and mental health to provide safe anesthesia care. Students are required to update the program on changes in their health status (including medications) which may impact their vigilance, alertness, or ability to provide safe patient care. The presence of communicable disease (such as HIV or Hepatitis) may impair the student's ability to provide safe care. Students infected with a communicable disease should consult with the program director to ensure that they are able to safely care for patients.

**Student Disability Services**

Student Disability Services is located in the lower level of Giovale Library. If you have questions regarding services for students with disabilities, please call 801.832.2272 or email [disabilityservices@westminsteru.edu](mailto:disabilityservices@westminsteru.edu).

## MASTER OF PUBLIC HEALTH (MPH)

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### Admission Requirements

Admission to the graduate programs is based on an evaluation of demonstrated academic ability and professional experience. Students may enter the program during the Fall semester. Students who choose the certificate program must complete the Graduate Non-Degree Seeking Application. Certificate in Public Health students are limited only to the core courses.

A candidate for admission must submit the following materials to the Office of Graduate Admissions:

- Completed application form
- \$50 application fee
- Professional statement addressing your public health background, future goals, and interest in the field. Approximately 2 pages, double-spaced.
- Professional resume detailing professional work experience, including relevant job titles, work experiences, responsibilities, and related activities
- Two letters of recommendation from academic or professional colleagues who can address the candidate's academic and interpersonal skills relevant to the program
- Official GRE score taken within the last 5 years (waived with previous master's degree or higher earned and for those meeting prerequisites course requirements and 3.5 cumulative undergraduate GPA minimum or with a previous master's degree or higher earned).
- Official college or university transcripts from all institutions attended showing proof of baccalaureate degree with a minimum cumulative GPA of a 3.0. Transcripts or test scores are considered official when sent directly from the school or testing service.

Upon completion of the application file with all required documentation according to application dates, the individual's application materials are submitted to the MPH Admissions Committee for review. A personal interview with public health faculty will be arranged by the School of Nursing & Health Sciences. Once accepted to the Public Health Program, applicants must submit a \$250 tuition deposit within 30 days, which guarantees a place in the entering class. Westminster operates rolling admissions, so it is best to apply as soon as possible. To preserve the faculty to student ratio, space availability in each class is limited. Westminster University reserves the right to close the class earlier than dates specified if enrollment goals are met before those dates.

## MASTER OF SCIENCE IN NURSING: FAMILY NURSE PRACTITIONER (MSN:FNP)

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### Admission Requirements

Admission to the program is based on an evaluation of demonstrated academic ability and professional experience. Successful completion of undergraduate courses in pathophysiology, pharmacology, health assessment, statistics, and research will be evaluated during the review of applications. Students enter the program at the beginning of Fall semester and may complete the 42 credit requirements within five semesters, including one Summer semester.

The application deadline is January 22, 2025 for the class beginning Fall 2025. Late applications may be considered on a space-available basis.

A candidate for admission must submit the following materials to the Office of Graduate Admissions:

- Completed application form.
- \$50 application fee.
- Professional statement approximately 2 pages, double-spaced.
- Professional resume detailing professional work experience, including relevant job titles, work experiences, responsibilities, and related activities.
- Two letters of recommendation from academic or professional colleagues who can address the candidate's academic and interpersonal skills relevant to the program.
- Minimum of 1 year of RN experience; applicants with less than 1 year of experience may apply, but they may not be selected for an interview at the MSN-FNP Director's discretion.
- Current RN license in good standing without any restrictions, disciplinary actions, or probationary status. Any prior nursing license restrictions need to be brought to the attention of the program director at the time of application.
- Official transcripts from all colleges and universities attended showing proof of a baccalaureate degree earned from an accredited school of nursing, as well as a regionally accredited institution, with a cumulative GPA of 3.0 or higher. Transcripts or test scores are considered official when sent directly from the school or testing service.

Due Upon Acceptance Into the Program:

- Background check performed by castlebranch.com (must be free of criminal arrest). [View background check instructions.](#)
- Negative drug testing (10-panel, urine test) results-performed by castlebranch.com. [View drug screen instructions.](#)
  - Applicants to the FNP program will agree to release all of the required information from the certified background check company to the Dean and MSN: FNP Admissions Committee and Program Director. Both state and federal background checks must be free of criminal arrest history. If there is a criminal arrest history expungement must be completed prior to submission of the application. Drug test results must be negative.
- Documentation of current immunizations (including [COVID-19 immunizations](#), MMR, TDAP, PPD, polio, varicella/chickenpox, Hepatitis A, and Hepatitis B).
- The following titers, no more than 3 years old: Hep B, Varicella, Measles, Mumps, Rubella.
- Physical and Mental Health Certificate.

Upon completion of the application with all required documentation according to application dates, the individual's application materials are submitted to the MSN Admissions Committee. A personal interview with nursing faculty will be arranged by the School of Nursing & Health Sciences. Once accepted to the MSN Program, applicants must submit a \$250 tuition deposit within 30 days, which guarantees a place in the entering class for the Fall term. Please refer to the university website for specific application deadlines. It is best to apply as soon as possible. To preserve the faculty to student ratio, space availability in each class is limited to students admitted to the MSN Program. Westminster University reserves the right to close the class earlier than dates specified if enrollment goals are met before those dates.

## ADMISSION TO THE UNIVERSITY

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### Admission Criteria

Westminster's graduate programs welcome applications from prospective students who are committed to active learning, respect for diverse people and perspectives, collaboration and teamwork, personal and social responsibility, university-wide excellence, and high ethical standards. Program faculty and the Graduate Admission Committees carefully consider applications using a holistic approach to its review. When evaluating an application file, factors such as prior academic experience, writing ability, references, interpersonal skills, maturity and professional fitness are considered. Westminster University does

not discriminate based on race, color, pregnancy, childbirth, or pregnancy-related conditions, age, religion, national origin, disability, sex, sexual orientation, gender identity, religion, military status, and genetic information, or other legally protected status. The university's commitment to nondiscrimination applies to students, employees, and applicants for admission and employment. For additional information, see the [full Non-Discrimination Statement](#).

## Admission Process

Prospective students who wish to enter a degree, certificate, or endorsement program at Westminster University are required to submit a completed application for admission. Applicants must hold a baccalaureate degree earned from a regionally accredited college or university in the United States or the international equivalent.

A candidate for admission must submit the following materials to the Office of Graduate Admissions:

- Completed Westminster Application
- \$50 application fee
- A professional statement of intent
- Letters of recommendation
- Official transcripts from all colleges and universities attended

See further required application materials per graduate program. Each program's application requirements can be found online.

All materials submitted to the Graduate Admissions Office become the property of the university and cannot be returned to the student or sent to another school. For important application dates and events scheduled for prospective graduate students at Westminster, please contact Graduate Admissions at [801.832.2200](tel:801.832.2200) or [800.748.4753](tel:800.748.4753). Send e-mail inquiries to [gradadmissions@westminsteru.edu](mailto:gradadmissions@westminsteru.edu).

## Deferred Admission

Admitted graduate students for many of Westminster University's graduate programs are eligible to request deferred admission. Deferred admission is offered to students who plan to delay their enrollment to a different semester than the one they were admitted to.

Requests for deferred admission must be submitted prior to deposit deadline for a program and may be requested for up to 3 semesters.

Deferred admission is not intended to allow students to begin or continue their graduate career elsewhere, though students may take a limited number of courses as a part-time student during their deferred admission period. Westminster assumes that any academic work pursued during the deferred admission period will be at an academic level consistent with or above the student's academic performance record with which they gained acceptance to Westminster University. Students must submit all transcripts from university-level coursework completed during the deferred admission period. The university reserves the right to reverse a prior admissions decision based on poor results of academic work completed during the deferred admission period.

Prior to their return, students must confirm their intention to enroll by submitting a second non-refundable tuition deposit. Additional information about [deferred admission](#).

## Non-Degree Seeking Students

Non-degree seeking students are defined as students who are enrolled at the university but have not applied for, or been accepted into, a degree program. Non-degree seeking students, therefore, are those who plan to take courses for "interest only." Non-degree seeking students are subject to the academic regulations of the university. Credit earned while in non-degree seeking student status is not considered toward a degree unless the student applies for admission to, and is accepted by, the university as a degree-seeking student. A maximum of 21 semester hours of coursework taken as a non-degree-seeking student may be considered for credit earned toward a degree. Non-degree seeking students are not eligible to receive institutional or federal financial aid. Those who wish to pursue a degree must complete the admission process as a degree-seeking student. Non-degree seeking students must be admitted as degree-seeking prior to the first day of classes in the semester in which they wish to be considered degree-seeking.

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## Readmission of Former Students

Students who wish to register at the university after an absence of three or more academic semesters (including Summer semester) must apply for readmission through the Office of Graduate Admissions. Re-entering students are subject to the academic requirements in effect at the time of their re-entry. Westminster University makes every effort to honor coursework taken in previous years; however, due to curriculum changes, this cannot be guaranteed. Previous coursework in question must be reviewed by individual academic departments with a final agreement submitted in writing to the Registrar's Office. Students readmitted after three or more semesters will be expected to meet program requirements for the catalog in effect at the time of readmission. This includes program cost of tuition and fees at the time of readmission.

## Readmission of Service Members or Veterans

In accordance with the Higher Education Reauthorization Act, Westminster University will readmit military service members at the same academic status in which they left the institution for service activation or deployments, provided the student notifies the university in advance of their deployments and are not absent from the institution for more than five years, cumulatively. Those students who fail to provide advance notice may re-enroll after providing proof of service.

To readmit a service member with the same academic status means that the institution readmits the service member:

- To the same program, unless the service member requests or agrees to admission to another program (if the service member's program is no longer offered, the institution must admit the service member to the program that is the most similar);
- With the same number of credit hours or clock hours completed, unless the service member is admitted to a different program and the hours are not transferable.
- With same academic standing (for example, satisfactory academic progress status).
- For the first academic year, with the same tuition and fee charges as when the service member left, unless military benefits will pay the increase, but never more than the institution is charging other students.
- For subsequent academic years or for a different program, by assessing tuition and fee charges that are no more than the institution is charging other students.

## International Students

The university accepts and enrolls students who are citizens of countries other than the United States. Full-time international students are issued Forms I-20 to enable them to apply for student visas.

### Admission Requirements

To be considered for graduate enrollment at the university, international students must hold the equivalent of a U.S. Bachelor's degree and meet all admissions requirements for the graduate program of study. International students must submit the following materials to the Office of Admissions:

1. Complete Westminster University Graduate Admissions Application and \$50 application fee
2. Official transcripts, academic records, diplomas, national examination results, certificates or degrees received from accredited post-secondary institution, university and/or professional schools and any necessary translations. International college or university transcripts must be submitted to a [NACES member organization](#) external evaluation service company for a course-by-course evaluation, for example, [World Education Services](#) or [Spantran](#) for course-by-course evaluation services. Students who attend English speaking universities or colleges in Canada do not need to complete a NACES evaluation.
3. Evidence of adequate financial support to cover the total cost of attendance for two semesters. This most commonly comes in the form of a certified bank statement or bank letter as well as a Statement of Financial Responsibility as issued by Westminster University.
4. Any other requirements including exams, recommendations, and additional supporting documents required by the individual graduate programs.

Once all required documentation has been received and the student has been accepted for admission, a Form I-20 will be sent to the student. All materials submitted to the Graduate Admissions Office become the property of the college and cannot be returned to the student or sent to another school. If the student's school or ministry of education issues only one copy of post-secondary school grades or examination scores, the Office of Graduate Admissions will make a certified copy and return the original to the student; however, in all cases copies must be made from originals. Duplicated copies will not be accepted.

### English Proficiency Policy

All applicants, regardless of citizenship status, must demonstrate proficiency in English to obtain admission to Westminster University's graduate program. To fulfill this requirement, applicants must satisfy one of the following criteria:

**A.** Earn a high school diploma, Associate of Arts, Associate of Science, bachelor's degree or higher from an accredited U.S. high school, college or university.

**B.** Complete the equivalent of U.S. bachelor's degree in one of the following countries:

- American Samoa
- Anguilla
- Antigua and Barbuda
- Australia
- Bahamas
- Barbados
- Belize
- Bermuda
- Botswana
- British Virgin Islands
- Canada (except the Province of Quebec)
- Cayman Islands
- Christmas Islands
- Cocos Islands
- Cook Islands
- Dominica
- Falkland Islands
- Fiji
- Gambia
- Ghana
  
- Gibraltar
- Grenada
- Guam
- Guyana
- Ireland
- Jamaica
- Kenya
- Lesotho
- Liberia
- Malawi
- Malta
- Micronesia Islands
- Montserrat
- New Zealand
- Nigeria
- Niue
- Norfolk Island
- Northern Mariana Islands
- Palau
- Papua New Guinea
- Pitcairn Islands
  
- Ryuku Islands
- Seychelles
- Sierra Leone

- Singapore
- Solomon Islands
- South Africa
- St Helena
- St Kitts and Nevis
- St Lucia
- St Vincent and the Grenadines
- Swaziland
- Tanzania
- Tonga
- Trinidad and Tobago
- Turks and Caicos Islands
- Uganda
- United Kingdom
- S. Virgin Islands
- Zambia
- Zimbabwe

C. Take an English proficiency test and meet one of the following score requirements:

Test	Score
TOEFL iBT	80 (reading and writing 20)
IELTS	6.5
PTE	60
CEFR	B2
DUOLINGO	105

\* Westminster University will consider scores from the IELTS Indicator and the TOEFL iBT Home Edition. The university will accept TOEFL iBT superscores for the purpose of meeting TOEFL iBT requirements.

D. Complete Level 8 at the University of Utah English Language Institute (ELI) with a "B+" average or higher (only applies to applicants in the following programs: Master of Arts in Teaching, and Master of Arts in Community Leadership, Master of Education, Master of Public Health).

Westminster University reserves the right to require demonstration of English proficiency, even if a candidate demonstrates eligibility for a proficiency waiver.

Westminster's graduate application can be found online.

## Application Requirements by Program

### Bill and Vieve Gore School of Business

- [Graduate Business Certificates](#)
- [Master of Accountancy](#)
- [Master of Business Administration programs](#)

### Education

- [Master of Arts in Community and Organizational Leadership](#)
- [Master of Arts in Teaching](#)
- [Master of Education](#)

### Nursing

- [Master of Public Health and Certificate in Public Health](#)
- [Master of Science in Clinical Mental Health Counseling](#)
- [Master of Science in Nursing, Family Nurse Practitioner](#)
- [Doctor of Nursing Practice](#)
- [Doctor of Nursing Practice, Nurse Anesthesia](#)
- [Doctor of Philosophy in Counselor Education and Supervision](#)

# BILL AND VIEVE GORE SCHOOL OF BUSINESS PROGRAMS

## GRADUATE BUSINESS CERTIFICATES

### Faculty

- **Dax Jacobson**, Dean
- **Chelsea Dye**, Director of Master of Accountancy
- **Michael Keene**, MBA Programs Director

Graduate Certificates are available as a program of graduate business study for individuals who:

- Currently possess a bachelor's degree and wish to pursue graduate certification in a specific business discipline with or without the completion of an MBA.
- Already possess a graduate business degree and wish to enhance or update their skills.
- Are completing a MBA or MBATC degree and desire additional specialization in a single business discipline.

Between 8 and 24 graduate semester hours are required to complete a Graduate Certificate. A certificate may be completed in conjunction with the MBA degree or the MBATC degree. Students who desire to complete more than one graduate certificate may apply required course and/or elective credits to only one certificate. Individuals without prior undergraduate coursework in business, or who graduated with a business degree five or more years ago must complete prerequisite courses as identified in the respective certificate requirements. Students must declare their certificate program with the MBA Graduate Directors prior to applying for graduation. Courses must be completed at Westminster University.

### Graduate Certificate in Professional Accounting

**Faculty Champion:** Chelsea Dye, Associate Professor

A Graduate Certificate in Professional Accounting is available as a program of graduate business study for individuals who:

- Already possess a graduate business degree and wish to enhance or update their skills.
- Are completing a MBA or MBATC degree and desire additional specialization in a single business discipline.

The Graduate Certificate in Professional Accounting requires 12 graduate semester hours. The 12 semester hours must be taken at Westminster University. Individuals without prior undergraduate coursework in accounting, must complete prerequisite courses as identified in the certificate requirements. Students must formally declare their accounting certificate with the Graduate Program Advisor prior to graduation.

Requirement Description	Credit Hours	Prerequisites
<b>I. Prerequisite Courses</b>	<b>24</b>	
ACCT 350 Intermediate Accounting I	4	ACCT 313
ACCT 360 Intermediate Accounting II	4	ACCT 350
ACCT 374 Cost Accounting	4	ACCT 213
ACCT 454 Auditing	4	ACCT 360
ACCT 467 Accounting Information Systems	4	ACCT 313; BUSI 300
ACCT 474 Individual Income Taxation	4	ACCT 313
<b>II. Required Certificate Courses</b>	<b>12</b>	
For Westminster MBA/MBATC students: Complete twelve credit hours in graduate accounting courses that must include 2 hours of audit and 2 hours of taxation from the following:		
Audit		
MACC 608 Auditing and Attestation	2	co-requisite: MACC 653
MACC 653 Advanced Audit	1	co-requisite: MACC 653
Taxation		
MACC 611 Advanced Topics in Federal Taxation	2	
MACC 622 Taxation of Corporations I	2	
MACC 624 Taxation of Pass-Through Entities I	2	
MACC 630 Federal Taxation of S-Corporations	2	

Requirement Description	Credit Hours	Prerequisites
Additional Options		
MACC 603 Financial Accounting Research	2	
MACC 604 Governmental and Non-Profit Accounting	2	
MACC 620 Accounting Ethics	2	
MACC 650 Corporate Governance	1	
MACC 651 Financial Accounting and Reporting	2	
MACC 652 Business Regulation	2	
MACC 653 Advanced Audit	1	co-requisite: MACC 608
MACC 655 Forensic Accounting and Financial Investigations	2	
For students with an MBA from another institution, the following courses are required:		
MBA 604B Financial Statement Analysis	2	
MBA 630C Managerial Accounting	2	MBA 603B, 604B
<b>Total Hours for the Program</b>	<b>12-36</b>	

### Graduate Certificate in Business Management

**Faculty Champion:** Michael Keene, Associate Professor

The Graduate Certificate in Business Management requires 8 graduate semester hours of coursework described below:

Requirement Description	Credit Hours	Prerequisites
<b>I. Required Courses</b>	<b>8</b>	
MBA 605C Communication	2	
MBA 615C Strategy	2	
MBA 625C Leadership	2	
MBA 635C Marketing	2	
<b>Total Hours for the Graduate Certificate in Business Management</b>	<b>8</b>	

### Graduate Certificate in Executive Leadership

**Faculty Champion:** Michael Keene, Associate Professor

The Graduate Certificate in Executive Leadership requires 8 graduate semester hours of coursework described below:

Requirement Description	Credit Hours	Prerequisites
<b>I. Required Courses</b>	<b>8</b>	
MBA 645C Ethics and Governance	2	
MBA 655C High Performance Organization	2	
MBA 665C Global Management	2	
One Leadership Elective Approved by Program Director	2	
<b>Total Hours for the Graduate Certificate in Executive Leadership</b>	<b>8</b>	

### Graduate Certificate in Quantitative Business Skills

**Faculty Champion:** Richard Haskell, Associate Professor

The Graduate Certificate in Quantitative Business Skills requires 8 graduate semester hours of coursework described below:

Requirement Description	Credit Hours	Prerequisites
<b>I. Required Courses</b>	<b>8</b>	
MBA 610C Data	2	
MBA 620C Economics	2	
MBA 650C Operations	2	
One Analytics Elective Approved by Program Director	2	
<b>Total Hours for the Graduate Certificate in Quantitative Business Skills</b>	<b>8</b>	

### Graduate Certificate in Executive Financial Management

**Faculty Champion:** Richard Haskell, Associate Professor

The Graduate Certificate in Executive Financial Management requires 8 graduate semester hours.

Requirement Description	Credit Hours	Prerequisites
<b>I. Required Certificate Courses</b>	<b>8</b>	
MBA 630C Managerial Accounting	2	
MBA 640C Executive Financial Decision Making	2	
MBA 660ECC & 660EH Investment Strategy and Applications (or other electives approved by program director)	4	
<b>Total Hours for the Graduate Certificate in Executive Financial Management</b>	<b>8</b>	

### Graduate Certificate in Technology Commercialization

**Faculty Champion:** Michael Keene, Associate Professor

The Graduate Certificate in Technology Commercialization requires 8 graduate semester hours.

Requirement Description	Credit Hours	Prerequisites
<b>I. Required Certificate Courses</b>	<b>8</b>	
MBATC 641 Organization, Technology, and Society	2	
MBATC 644 Intellectual Property Strategy	2	
MBATC 647 Marketing Innovative Products	2	
MBATC 651 New Product Development	2	
<b>Total Hours for the Graduate Certificate in Technology Commercialization</b>	<b>8</b>	

## MASTER OF ACCOUNTANCY (MACC)

### Faculty & Staff

- **Dax Jacobson**, Dean
- **Chelsea Dye**, MACC Program Director
- **AJ Kerns**, Graduate Advising and Co-Curricular Programs Director



The Master of Accountancy is designed to meet the needs of students interested in a professional career in accounting. Students completing this program will be well-prepared to sit for the CPA exam and positioned to accept high-level leadership roles in either public accounting or corporate environments. For CPA licensure in Utah, an applicant must pass the four sections of the CPA exam, complete 2000 hours of accounting-related experience under a CPA, and meet minimum education requirements. The education requirement may be satisfied by completion of an undergraduate and graduate degree in accounting from an AACSB or ACBSP accredited program.

## Program Goals

Upon completion of the Master of Accountancy, students will be able to:

- Demonstrate a mastery of accounting fundamentals and professional standards within the core accounting areas:
  - Financial Accounting
  - Managerial/Cost Accounting
  - Tax
  - Audit
- Analyze and evaluate ethical situations that might arise in a professional environment.
- Communicate effectively in writing, orally and interpersonally.
- Analyze complete financial problems, make reasonable assumptions, and develop and support appropriate solutions.

## Program Requirements

The program requires 30 credits for those students who have completed a bachelor's degree in Accounting or 26 hours for students who have completed required courses as Early Entrants to the MACC Program. It is expected that these students will complete the program in one calendar year. Students with other academic preparation are also encouraged to apply, and complete additional credits of prerequisite course work. Admitted students will be officially informed which, if any, prerequisite classes are required at the time of admission. Admission to the program is possible during Fall, Spring and Summer semesters. The typical expected credit load per semester is 12 credits in Fall, 12 credits in Spring, and 6 credits in the Summer. The typical expected Spring credit load will be reduced to 8 credits for Early Entrants to the MACC Program.

Requirement Description	Credit Hours	Prerequisites
<b>I. Prerequisite Courses</b>	<b>24*</b>	
For students without a Bachelor's Degree in Accounting*		
ACCT 350 Intermediate Accounting I	4	ACCT 313
ACCT 364 Intermediate Accounting II	4	ACCT 350
ACCT 374 Cost Accounting	4	ACCT 213
ACCT 454 Auditing	4	ACCT 360
ACCT 467 Accounting Information Systems	4	ACCT 313, BUSI 300
ACCT 474 (or ACCT 471/472) Individual Income Tax	4	ACCT 313
<b>II. Required Courses</b>	<b>22</b>	
MACC 602 Information Technology in the Business Environment	2	
MACC 604 Governmental and Non-Profit Accounting	2	
MACC 608 Auditing and Attestation	2	
MACC 611 Advanced Federal Taxation	2	
MACC 612 Accounting Analytics	2	
MACC 620 Accounting Ethics	2	
MACC 622 Taxation of Corporations I	2	
MACC 624 Taxation of Pass-Through Entities I	2	
MACC 605C Communication and Teamwork	2	
MACC 630C Managerial Accounting	2	
MACC Electives	4	
MBA Electives	4	
<b>Total Hours for the MACC Program</b>	<b>30</b>	

\*Students entering with a bachelor's degree in Accounting from an AACSB or ACBSP accredited institution will not be required to take prerequisites. Students without a bachelor's degree as specified will be notified by the program director which prerequisite classes will be required based upon a review of transcripts. For an initial assessment, please contact the MBA & Graduate Program Operations Director, or the Graduate Business Programs Advisor. Prerequisite courses are charged at the undergraduate tuition rate.

## Recommended Plan of Study

	Fall Semester	Spring Semester	Summer Semester
Block 1	MACC 624 MBA 630C	MACC 604 MBA 605C MBA Elective	MACC Elective MACC 608
Block 2	MACC 611 MBA 622 MACC Elective	MACC 602 MACC 620 MBA Elective	
Full Semester	MACC 603		MACC 612

## MASTER OF BUSINESS ADMINISTRATION (MBA)

### Faculty

- **Dax Jacobson**, Dean
- **Michael Keene**, MBA Programs Director
- **AJ Kerns**, Graduate Advising and Co-Curricular Programs Director

The Bill and Vieve Gore School of Business is dedicated to providing distinctive academic programs within a learner-centered environment. We are purposeful in designing and facilitating learning activities that are integrated across business and liberal arts disciplines. This integration enhances the capabilities of our graduates in written and oral communication, computing and technology, international dimensions, critical thinking, ethics, social responsibility, and team effectiveness. Most importantly, our students are prepared for a life of learning within changing social, technological and economic conditions.

Accredited by the Association of Collegiate Business Schools and Programs (ACBSP), the programs of the Gore School of Business reflect Westminster University's continuing commitment to provide a student-oriented learning environment and innovative education of exceptional quality. Our integrated programs contribute to students' effectiveness as citizens and agents of change, making our alumni a very significant network of influence worldwide.

The MBA program prepares students to be executive leaders in organizations. The program is designed so that students have flexibility in completing their core and elective coursework, and can pursue their aspirations without interrupting their professional careers. Coursework provides students with a well-integrated understanding of areas of business so that graduates are prepared to be leaders at the senior level of an organization. Once students complete their core courses, they can choose to focus on a particular topic area more intensively by completing a graduate certificate.

### Program Goals

Graduate programs in the Bill and Vieve Gore School of Business prepare students for executive decision making in dynamic business environments. Students build skills in decision making through a combination of coursework, experiential requirements, skill-building exercises and live consulting projects. Innovative delivery of courses gives students expertise in the functional areas of business.

In addition to building expertise in the functional areas of business, students completing graduate programs in the Bill and Vieve Gore School of Business are required to demonstrate mastery in the following competency areas:

- **Strategic and Innovative Thinking**
  - Compare different scenarios or strategies that affect the competitive position and success of an organization.
  - Develop innovative solutions that generate value for organizational stakeholders.
  - Evaluate the success of implemented strategies.
- **Global Perspective**
  - Interpret business solutions from a global citizen's point of view.
  - Assess the interdependence of global systems on business outcomes.
  - Evaluate the social, legal, economic, cultural, and political issues and trends that affect the way business is conducted.
- **Critical, Analytical, and Reflective Thinking**
  - Explain logical solutions to complex or unstructured problems.
  - Evaluate assumptions, evidence and implications.
  - Support claims and conclusions with evidence and logic.
  - Synthesize other perspectives and positions.
  - Evaluate the results of one's decisions and actions to guide continuous improvement.
- **Effective Communication**
  - Evaluate intended audiences' characteristics and tailor messages accordingly.
  - Analyze and select communication methods and technologies that are appropriate to the objective and situation.
  - Develop well-organized, persuasive arguments, supported by evidence and reasoning.
  - Deliver verbal, written and visual messages to individuals and groups clearly, credibly, concisely, and persuasively.
  - Listen in a way that demonstrates and builds understanding.
- **Ethics and Social Responsibility**
  - Identify ethical issues and challenges encountered within an organization and determine how they affect the various stakeholders.
  - Explain the impact of social responsibility on an organization, relevant communities, and society.
  - Discriminate between legal and ethical standards and devise solutions to address both.

- **Leadership and Teamwork**
  - Articulate desired results and ensure that results are achieved.
  - Manage decision-making and problem-solving processes.
  - Motivate and influence individuals and groups to solve problems and make sound decisions.
  - Create effective teams by clarifying team goals, selecting suitable members, allocating work, establishing norms, and assigning accountability.
  - Collaborate with others in pursuit of team goals by soliciting input, giving and receiving feedback, addressing problems, and personally contributing to the team's work.
  - Build and maintain productive interpersonal relationships with others.
- **Functional Integration and Application**
  - Assess quantitative and qualitative information to measure and evaluate organizational processes and performance.
  - Integrate skills learned throughout the graduate program and use them to solve business problems and make effective decisions.

## Program Requirements

For students who have completed an undergraduate degree in a business discipline from an ACBSP or AACSB-accredited business school within the past five years, the MBA Program requires 32 credit hours for completion. Students with a non-business related undergraduate degree will be required to successfully complete a series of foundational literacy courses comprising an additional 5 credit hours of study. Courses are completed in the following areas: Fundamentals, Analysis, Leadership, Communication, Strategy, Global Orientation, Electives, and Capstone. Courses are delivered in a blended format, meaning that courses may use a combination of classroom, online, competency-based and experiential components. In the classroom, courses may use a combination of learning methods, such as lecture, case study, or in-class projects.

**Fundamentals** courses focus on business concepts and skills that all graduate business students must master before beginning their program. Topics covered are marketing, economics, quantitative analysis, finance, and accounting. Students who enter the MBA program with a mastery of these topics (i.e., through undergraduate coursework or work experience) may challenge between one and five credit hours of Fundamentals courses by successfully completing one or more challenge exams. The credit that would have been earned through the completion of Fundamentals courses will be applied to students' elective credit requirements. Students with business-related undergraduate degrees (e.g. accounting, finance, economics, information systems, marketing, management) may be exempted from the Fundamentals courses.

**MBA Core: Analysis, Leadership & Communication, and Strategy & Global Orientation** courses are the core of the program and may be taken as early as desired upon completion of prerequisites. An international context tour (i.e., Global Orientation) is required for graduation and may be taken after completing at least 24 credit hours in the program. The Global Orientation class focuses on the business environment of a specific region or country. Economic, social, financial, and demographic aspects of diverse and multicultural environments are considered. Students travel to the region studied (outside of the United States) for a 10-day period where they will analyze aspects of doing business in a global environment. Students are encouraged to draw on the knowledge they have gained throughout their MBA studies when completing assignments.

**The Capstone** course is taken upon completion of all core courses and serves as the final course for the MBA program. The Capstone course is designed to provide students an opportunity to demonstrate their knowledge and ability to apply the concepts they have learned during their MBA program. The ETS examination is administered in conjunction with the Capstone course. For more information on the ETS exam, [click here](#). Exceptions may be considered by program chair when relocation or other conditions make completion of the test impractical.

**Elective courses** may be taken as early as desired upon completion of prerequisites.

A plan of study, which will show all courses necessary to meet the degree requirements, will be filed when a student is enrolled into the program. The MBA Program advisor must approve each student's plan of study.

If a student deviates from their plan of study without **PRIOR** written and documented approval, those courses may **NOT** be counted toward graduation requirements. Taking unapproved courses will be a costly and time intensive mistake. If you are in doubt about a course, please call or email the MBA office and make an appointment with your advisor **BEFORE** starting the class.

**Transfer policy.** A maximum of nine approved graduate hours may be transferred toward the MBA Program from other professionally accredited institutions (e.g., AACSB or ACBSP) upon the written permission of the program director.

Courses eligible for transfer are only those that contribute to, or build upon, the goals of the MBA program. Courses completed at other graduate institutions must have a minimum grade of B to be eligible for credit.

**Lowest passing grade.** A grade of C is the lowest passing grade for all courses.

Requirement Description	Credit Hours	Prerequisites
<b>I. Fundamentals</b>	<b>0-5</b>	
These fundamentals courses are required for those students with a non-business undergraduate degree and those with a business degree older than five years and/or from a non-ACBSP or AACSB-accredited business school.		
MBA 600B Marketing Fundamentals	1	
MBA 601B Survey of Economics	1	
MBA 602B Business Quantitative Analysis	1	
MBA 603B Financial Markets and Institutions	1	
MBA 604B Financial Statement Analysis	1	
<b>II. MBA Core</b>	<b>24</b>	

Requirement Description	Credit Hours	Prerequisites
MBA 605C Communication and teamwork	2	
MBA 610C Data and Decision Analytics	2	MBA 602B*
MBA 615C Creating Competitive Strategies	2	
MBA 620C Managerial Economics	2	MBA 601B*, 602B*
MBA 625C Leadership and Decision Making	2	
MBA 630C Managerial Accounting	2	MBA 603B*, 604B*
MBA 635C Marketing Management	2	MBA 600B*
MBA 640C Executive Decision Making and Financial Performance	2	MBA 603B*, 604B*
MBA 645C Ethics and Corporate Governance	2	
MBA 650C Operations Management	2	MBA 610C
MBA 655C High Performance Business Strategies	2	MBA 615C
MBA 665C Competing in a Global Environment	2	Completion of 24 hours
<b>III. Capstone</b>	<b>2</b>	
MBA 670C MBA Capstone	2	Must be taken in final semester
ETS Major Field Test for the MBA -- Taken with MBA 670C		
<b>IV. MBA Electives</b>	<b>6</b>	
Select graduate-level courses at Westminster University may be used to satisfy elective requirements. See advisor for list of approved courses.		
<b>Total Hours for the MBA Program</b>	<b>32-37</b>	

\* Fundamentals applied to MBA students completing 37 credit hours

### Recommended Plan of Study for the MBA

		Fall Semester	Spring Semester	Summer Semester
Year 1	<b>Block 1</b>	MBA 605C MBA 625C	MBA 610C	
	<b>Block 2</b>	MBA 615C	MBA 620C MBA 640C	
	<b>Full Semester</b>			MBA 645C MBA Elective
Year 2	<b>Block 1</b>	MBA 635C	MBA 630C MBA 665C	
	<b>Block 2</b>	MBA Elective	MBA 655C MBA Elective	
	<b>Full Semester</b>	MBA 650C		MBA 670C ETS Exam

### Recommended Plan of Study for the MBA when Fundamentals are required

		Fall Semester	Spring Semester	Summer Semester
Year 1	<b>Block 1</b>	MBA 600B MBA 601B MBA 603B	MBA 615C MBA 620C	
	<b>Block 2</b>	MBA 602B	MBA 625C	

		MBA 604B	MBA 640C	
	<b>Full Semester</b>			MBA 605C MBA 610C
Year 2	<b>Block 1</b>	MBA 635C MBA Elective	MBA 645C MBA 665C	
	<b>Block 2</b>	MBA 630C	MBA 655C MBA Elective	
	<b>Full Semester</b>	MBA 650C		MBA Elective MBA 670C ETS Exam

## MASTER OF BUSINESS ADMINISTRATION IN TECHNOLOGY COMMERCIALIZATION (MBATC)

### Faculty

- **Dax Jacobson**, Dean
- **Michael Keene**, MBA Programs Director
- **AJ Kerns**, Graduate Advising and Co-Curricular Programs Director

Specifically designed to meet the needs of professionals with science and engineering backgrounds, the MBATC program allows students to prepare for executive roles in technology-driven business environments without interrupting their careers. CEOs and entrepreneurs in technology-intensive industries, ranging from Aerospace and Biotechnology to Software, have played an instrumental role in the development and delivery of MBATC course modules. The program emphasizes the practical and applied aspects of commercializing innovative products and managing the businesses that develop them.

While a number of core classes are taken together with MBA students, the MBATC program focuses on the distinctive marketing, financing, management, product development, and intellectual property issues facing the technology-based firm in a global strategic context. Core requirements of the MBATC program are not directed at specialization in one area of either business or technology; instead, they develop cross-functional frameworks that stress balance in using managerial skills to achieve effective leadership. The program develops skills and models that can be used for both entrepreneurial and intrapreneurial technology managers.

### Program Goals

Graduate programs in the Bill and Vieve Gore School of Business prepare students for executive decision making in dynamic business environments. Students build skill in decision making through a combination of coursework, experiential projects, and skill-building exercises and simulations. Innovative delivery of courses gives students expertise in the functional areas of business.

In addition to building expertise in the functional areas of business, students completing graduate programs in the Bill and Vieve Gore School of Business are required to demonstrate mastery in the following competency areas:

- **Strategic and innovative thinking**
  - Compare different scenarios or strategies that affect the competitive position and success of an organization.
  - Develop innovative solutions that generate value for organizational stakeholders.
  - Evaluate the success of implemented strategies.
- **Global perspective**
  - Interpret business solutions from a global citizen's point of view.
  - Assess the interdependence of global systems on business outcomes.
  - Evaluate the social, legal, economic, cultural, and political issues and trends that affect the way business is conducted.
- **Critical, analytical and reflective thinking**
  - Explain logical solutions to complex or unstructured problems.
  - Evaluate assumptions, evidence and implications.
  - Support claims and conclusions with evidence and logic.
  - Synthesize other perspectives and positions.
  - Evaluate the results of one's decisions and actions to guide continuous improvement.
- **Effective communication**
  - Evaluate intended audiences' characteristics and tailor messages accordingly.
  - Analyze and select communication methods and technologies that are appropriate to the objective and situation.
  - Develop well-organized, persuasive arguments, supported by evidence and reasoning.
  - Deliver verbal, written and visual messages to individuals and groups clearly, credibly, concisely, and persuasively.
  - Listen in a way that demonstrates and builds understanding.
- **Ethics and social responsibility**
  - Identify ethical issues and challenges encountered within an organization and determine how they affect the various stakeholders.
  - Discriminate between legal and ethical standards and devise solutions to address both.
  - Explain the impact of social responsibility on an organization, relevant communities, and society.
- **Leadership and teamwork**
  - Articulate desired results and ensure that results are achieved.
  - Manage decision-making and problem solving processes.
  - Motivate and influence individuals and groups to solve problems and make sound decisions.
  - Create effective teams by clarifying team goals, selecting suitable members, allocating work, establishing norms, and assigning accountability.
  - Collaborate with others in pursuit of team goals by soliciting input, giving and receiving feedback, addressing problems, and personally contributing to the team's work.
  - Build and maintain productive interpersonal relationships with others.

- **Functional integration and application**
  - Assess quantitative and qualitative information to measure and evaluate organizational processes and performance.
  - Integrate skills learned throughout the graduate program and use them to solve business problems and make effective decisions.

## Specific MBATC Program Learning Goals

At the conclusion of the MBATC program, students will be able to:

- Analyze the unique problems and opportunities facing technology-based firms, and develop plans to address those issues effectively.
- Build models to evaluate and measure market opportunities and constraints in technology-based firms.
- Select and apply tools that enable technology firms to quickly and successfully develop and deliver novel products to the market.
- Develop business models that enable firms to be leaders in technology sectors.

## Program Requirements

For students who have completed an undergraduate degree in a business discipline from an ACBSP or AACSB-accredited business school within the past five years, the MBATC Program requires 32 credit hours for completion. Students with a non-business related undergraduate degree will be required to successfully complete a series of foundational literacy courses comprising an additional 5 credit hours of study. Courses are completed in the following areas: Fundamentals, The MBA Core (Analysis, Leadership, Communication, Strategy, and Global Orientation), the MBATC Core, Electives, and Capstone. Courses are delivered in a blended format, meaning that courses may use a combination of classroom, online, competency-based and experiential components. In the classroom, courses may use a combination of learning methods, such as lecture, case study, or in-class projects.

**Fundamentals** courses focus on business concepts and skills that all graduate business students must master before beginning their program. Topics covered are marketing, economics, quantitative analysis, finance, and accounting. Students who enter the MBATC program with a mastery of these topics (i.e., through undergraduate coursework or work experience) may challenge between one and five credit hours of Fundamentals courses by successfully completing one or more challenge exams. The credit that would have been earned through the completion of Fundamentals courses will be applied to students' elective credit requirements. Students with business-related undergraduate degrees (e.g. accounting, finance, economics, information systems, marketing, management) may be exempted from the Fundamentals courses.

**MBA Core: Analysis, Leadership & Communication, and Strategy & Global Orientation** courses are the core of the program and may be taken as early as desired upon completion of prerequisites. An international context tour (i.e., Global Orientation) is required for graduation and may be taken after completing at least 24 credit hours in the program. The Global Orientation class focuses on the business environment of a specific region or country. Economic, social, financial, and demographic aspects of diverse and multicultural environments are considered. Students travel (outside of the United States) to the region studied for a 10-day period where they will analyze as a whole the aspects of doing business in a global environment. Students are encouraged to draw on the knowledge they have gained throughout their MBA studies when completing assignments.

**MBATC Core** courses cover a range of topics which are essential to successful technology-based entrepreneurship and the commercialization of innovative products, but which are not typically addressed by standard MBA curricula. Subjects include the development, IP protection, and marketing of novel products and services, the financing of startup ventures, and the management of interdisciplinary teams. These courses may be taken as early as desired upon the completion of prerequisites.

**The Capstone** course is taken upon completion of all core courses and serves as the final course for the MBATC program. The Capstone course is designed to provide students an opportunity to demonstrate their knowledge and ability to apply the concepts they have learned during their MBATC program by performing a live consulting engagement for an early stage technology-based startup company. The ETS examination is administered in conjunction with the Capstone course. For more information on the ETS exam, [click here](#). Exceptions may be considered by program chair when relocation or other conditions make completion of the test impractical.

**Elective courses** may be taken as early as desired upon completion of prerequisites.

A plan of study, which will show all courses necessary to meet the degree requirements, will be filed when a student is enrolled into the program. The MBA Program advisor must approve each student's plan of study.

If a student deviates from their core program of study without **PRIOR** written and documented approval, those courses may **NOT** be counted toward graduation requirements. Taking unapproved courses will be a costly and time intensive mistake. If you are in doubt about a course, please call or email the MBA office and make an appointment with your advisor **BEFORE** starting the class.

**Transfer policy.** A maximum of nine approved graduate hours may be transferred toward the MBATC Program from other professionally accredited institutions (e.g., AACSB or ACBSP) upon the written permission of the program director.

Courses eligible for transfer are only those that contribute to, or build upon, the goals of the MBATC program. Courses completed at other graduate institutions must have a grade of B or higher to be eligible for credit.

**Lowest passing grade.** A grade of C is the lowest passing grade for all courses.

## MBATC Program Requirements

Requirement Description	Credit Hours	Prerequisites
<b>I. Fundamentals</b>	<b>0-5</b>	
These fundamentals courses are required for those students with a non-business undergraduate degree and those with a business degree older than five years and/or from a non-ACBSP or AACSB-accredited business school.		
MBA 600B Marketing Fundamentals	1	

Requirement Description	Credit Hours	Prerequisites
MBA 601B Survey of Economics	1	
MBA 602B Business Quantitative Analysis	1	
MBA 603B Financial Markets and Institutions	1	
MBA 604B Financial Statement Analysis	1	
<b>II. MBA Core</b>	<b>20</b>	
MBA 605C Communication and Teamwork	2	
MBA 610C Data and Decision Analytics	2	MBA 602B*
MBA 615C Creating Competitive Strategies	2	
MBA 620C Managerial Economics	2	MBA 601B*, 602B*
MBA 625C Leadership and Decision Making	2	
MBA 630C Managerial Accounting	2	MBA 603B*, 604B*
MBA 645C Ethics and Corporate Governance	2	
MBA 650C Operations Management	2	MBA 610C
MBA 655C High Performance Business Strategies	2	MBA 615C
MBA 665C Competing in a Global Environment	2	Completion of 24 hours
<b>III. MBATC Core</b>	<b>10</b>	
MBATC 641 Organizations, Technology, and Society	2	
MBATC 644 Intellectual Property Strategy	2	
MBATC 647 Marketing Innovative Products	2	MBA 600B*
MBATC 651 New Product Development	2	MBA 600B*
MBATC 654 Financing New Ventures	2	MBA 630C
<b>IV. Capstone</b>	<b>2</b>	
MBATC 660 Technology Commercialization and Implementation The ETS Exam is administered in MBATC 660. For ETS Exam information, click here.	2	Completion of the MBATC Core
<b>Total Hours for the MBATC Program</b>	<b>32–37*</b>	

\*Fundamentals applied to MBATC students completing 37 credit hours

### Recommended Plan of Study for the MBATC

		Fall Semester	Spring Semester	Summer Semester
Year 1	<b>Block 1</b>	MBA 605C MBA 625C	MBA 630C MBATC 641	
	<b>Block 2</b>	MBA 615C MBA 620C	MBA 645C MBATC 644	
	<b>Full Semester</b>			MBA 610C MBA 655C
Year 2	<b>Block 1</b>	MBATC 647	MBA 665C MBATC 654	
	<b>Block 2</b>	MBATC 651		
	<b>Full Semester</b>	MBA 650C	MBATC 660 ETS Exam	

## Recommended Plan of Study for the MBATC when Fundamentals are Required

		Fall Semester	Spring Semester	Summer Semester
Year 1	<b>Block 1</b>	MBA 600B MBA 601B MBA 603B	MBA 625C MBATC 641	MBA 605C MBA 610C
	<b>Block 2</b>	MBA 620C MBA 602B MBA 604B	MBATC 644 MBA 645C	
	<b>Full Semester</b>			
Year 2	<b>Block 1</b>	MBATC 647	MBA 665C MBATC 654	
	<b>Block 2</b>	MBATC 651 MBA 630C	MBA 615C	
	<b>Full Semester</b>	MBA 650C	MBATC 660	MBA 625C MBA 655C ETS Exam

## PROJECT-BASED MASTER OF BUSINESS ADMINISTRATION (PMBA)

### Faculty

- **Dax Jacobson**, Dean
- **Richard Chapman**, Project-Based MBA Director
- **AJ Kerns**, Graduate Advising and Co-Curricular Programs Director

The Project-Based MBA program is specifically designed for graduate students who require greater flexibility in course scheduling and program design, and offers demonstrated learning through real-world business application projects instead of traditional courses. Students are individually coached by full-time faculty members with real world business experience and academic qualifications to help students develop increased professional abilities and mastery of critical business competencies. The MBA program is:

- **Competency-Based:** a student completes a total of five project sequences designed and sequenced specifically to measure student learning and accomplishment. Projects are based on current real-world business problems and analysis can be contextualized to the student's own firm or entrepreneurial venture. Each project sequence is designed to be completed within one semester, meaning that that the program can be completed in five semesters (approximately 20 months).
- **Individual and Team Based:** students complete most projects individually to demonstrate mastery of associated business and professional competencies. Some projects are team-based to assist students in mastering leadership competencies, such as managing projects, leading and working in teams, and coaching.
- **Low-Residency:** a student combines his or her professional experience and ability with learning experiences and resources delivered online to master program competencies. Projects are then completed around a student's personal and professional schedule, making degree completion more flexible and convenient.
- **Faculty-Coached:** a student works directly with a full-time faculty member on an individual basis to provide for project guidance and performance coaching. Faculty members evaluate completed student projects to determine if project competencies and student mastery is sufficiently demonstrated.

Students completing all program and university requirements earn a Master of Business Administration (MBA) degree from Westminster University.

### Program Goals

A student completes the MBA program by demonstrating mastery of the following program goals and related competencies:

- **Communication.** Effectively communicate business concepts and analysis orally and in writing to organizational stakeholders.
- **Ethics and social responsibility.** Evaluate various ethical perspectives and use an ethical and legal framework for decision-making and social responsibility.
- **Critical, analytical and reflective thinking.** Analyze and solve complex managerial and organizational problems incorporating reflective thinking on the implications of the outcomes of those decisions.
- **Leadership and teamwork.** Lead and influence individuals and teams to achieve organizational objectives.
- **Organizational performance.** Analyze and use accounting, financial, and operational information to measure and influence organizational performance.
- **Understanding markets.** Identify and evaluate markets for the organization's goods and services, articulate and influence the activities that make up the value chain for those goods and services, and use appropriate methodologies for ensuring product/service quality and speed to market.
- **Strategic and global thinking.** Design a strategic planning process, formulate a strategy, and implement a strategy to achieve sustainable competitive advantage for a firm.



## Degree Requirements

### The Projects

The program consists of five project sequences, comprised of a series of applied business projects, all of which must be completed through Westminster University. Each of the project sequences consists of several project assignments and an integrative project. The projects are to be completed in the order specified. A student completes all projects to demonstrate mastery of the program learning goals and competencies. Before starting a project sequence, a student meets with his or her Project Coach to assess which learning experiences should be used to help the student complete the assigned projects, given the student's prior life and/or professional experience. The student is given access to a set of rubrics, which explain how the project will be evaluated upon its completion. A student can use the rubric to self-assess the project before submission. When a project sequence is successfully completed, the student can begin the next project sequence.

### Faculty Coaching

To help students in the program, full-time faculty members (Coaches) are specifically assigned to assist in learning and in project assessment. Students and faculty interact regularly on an individual basis to facilitate learning and mastery of competencies. Each project sequence has a faculty coach who assists the student in learning experiences and in project completion and evaluation. Each student also has access to the student support staff to assist with registration, billing, financial aid, project submission, technology systems, and any other questions about the program. A student is encouraged to utilize these resources whenever needed throughout the duration of the program.

### Applied Learning Resources

Applied learning projects are utilized to help the student master the knowledge related to specific competencies and learning goals as they relate to specific project assignments. All of the learning resources associated with applied projects can be accessed from the course management website. Learning resources augment a student's knowledge and can be engaged on an as-needed basis by the student. A student is strongly encouraged to consult with his or her Project Coach as they are working on project assignments to determine which sets of learning resources are most useful, given the student's background and experience. All learning resources can be accessed by all students, even if a student is completing a later project, in order to revisit and review specific topics and knowledge.

### Academic Progress

A student can complete the requirements of the MBA program within five semesters. While students may manage their time during the semester to meet their personal and professional commitments, each project sequence must be completed within a semester. If the project sequence is not completed or satisfactory progress requirements are not met, student may jeopardize their financial aid eligibility for subsequent semesters. Staying in constant contact with the student support staff and project coach helps to avoid potential financial aid and matriculation issues. If a student, because of personal and professional life commitments, needs to take a semester off, they can do so by communicating with the student support staff. If students take two full semesters off without communicating with the student support staff, they may be withdrawn from the program and require readmission to be reinstated back into the MBA program.

### Academic Suspension

A student who, for whatever reason, is unable to demonstrate mastery of the competencies of a particular project sequence after two full attempts will be asked to meet with the project coach. The project coach will work with the student to develop a realistic plan to identify those barriers that inhibit the student's successful performance. This plan will then be engaged and the student will be given one additional attempt at completion. If the student is still unable to complete the project, the student may be suspended from the program. A student who is suspended from the program may reapply for admission after two semesters. A personal interview will be required before readmission is allowed, and if readmitted, the student will be able to reenter the program at the current year's tuition rate. The student will work with his or her project coach to develop a specific progress plan. As long as the student fulfills the terms of the performance plan, the student will be allowed to complete the remaining program requirements.

### Academic Standards

Faculty members in the Bill and Vieve Gore School of Business have developed the following academic standards to support the mission and goals of the MBA program. The goals are presented here to help the student understand their responsibilities as a student in the program:

- A student should always be familiar with project requirements and assignment guidelines. The student should take every opportunity to consult with his or her Project Coach and the Student Support Staff to receive clarification when needed.
- Collaboration is encouraged to enhance depth of learning; all submitted work, however, must be the original work of the student.
- A student should always be respectful of faculty, staff, and other students in the program.
- The program is designed to be academically rigorous, intellectually challenging, and real-world application oriented as demonstrated by mastery of competencies and outcomes.
- Plagiarism is a serious offense in academic and business settings and a violation of the university's academic policy. A student who violates the academic honesty policy may be suspended from the program.

### Graduation Requirements

A candidate for graduation must consult their program advisor at the beginning of project sequence three. The program advisor will assist the student in completing an application for graduation for the next graduation period, depending on the actual date of the application. To be eligible for graduation, a student must satisfy the following conditions:

- Complete the credit hours required by the student's program.
- Complete each project sequence with a minimum evaluation of "Meets" on all project competencies
- Complete the Major Field Test in Business administered by the Educational Testing Service (ETS)

For ETS information, click [here](#). Exceptions for completing the ETS may be considered by program director when conditions make completion of the test impractical.

A student should consult with either the assigned project coach and/or their program advisor regarding graduation requirements.

## Program Requirements

Requirement Description	Credit Hours	Recommended Schedule
<b>Sequence 1: Strategic Leadership</b>	<b>8</b>	<b>Semester 1</b>
MBA PRJ1.1 Negotiations and Conflict Resolution	1	
MBA PRJ1.2 Salary Negotiation	1	
MBA PRJ1.3 Vendor Contracts and Negotiation	1	
MBA PRJ1.4 Creativity and Competitive Advantage	1	
MBA PRJ1.5 Internal Organization	1	
MBA PRJ1.6 External Environment	1	
MBA PRJ1.T Manage Teams to Improve Organizational Performance	1	
MBA PRJ1.F Presentation & Defense Business Strategy	1	
<b>Sequence 2: Consumers in the Market</b>	<b>8</b>	<b>Semester 2</b>
MBA PRJ2.1 Data Analysis	1	consent of instructor
MBA PRJ2.2 Pricing Strategy	1	
MBA PRJ2.3 Product Portfolio	1	
MBA PRJ2.4 Market Research	1	
MBA PRJ2.5 Promotional Strategy	1	
MBA PRJ2.6 Globalization	1	
MBA PRJ2.T Manage Teams to Improve Communication	1	
MBA PRJ2.F Develop a Marketing Plan	1	
<b>Sequence 3: Enterprise Performance</b>	<b>8</b>	<b>Semester 3</b>
MBA PRJ3.1 Developing Organizational Performance Measures and Outcomes	1	consent of instructor
MBA PRJ3.2 Lead Process Improvement	1	
MBA PRJ3.3 Financial Analysis and Reporting	1	
MBA PRJ3.4 Evaluate Financial Performance	1	
MBA PRJ3.5 Industry Comparative Analysis	1	
MBA PRJ3.6 Developing a Financial Forecast	1	
MBA PRJ3.T Manage Teams to Improve Organizational Performance	1	
MBA PRJ3.F Develop a Financial Budget and Plan	1	
<b>Sequence 4: Implementing Strategy</b>	<b>8</b>	<b>Semester 4</b>
MBA PRJ4.1 Managing in a Global Environment	1	
MBA PRJ4.2 Leadership Evaluation	1	
MBA PRJ4.3 Ethics & Corporate Social Responsibility	1	
MBA PRJ4.4 Corporate Structure	1	
MBA PRJ4.5 Analysis of Business Level Strategy	1	
MBA PRJ4.6 Personal Leadership Improvement	1	

Requirement Description	Credit Hours	Recommended Schedule
MBA PRJ4.T Strategy Implementation	1	
MBA PRJ4.F Developing an Operating Plan	1	
<b>Sequence 5: Business Planning</b>	<b>7</b>	<b>Semester 5</b>
MBA PRJ5.1 Industry and Company Analysis	1	
MBA PRJ5.2 Customer Analysis and Marketing Plan	1	
MBA PRJ5.3 Competitor Analysis & Strategic Response	1	
MBA PRJ5.4 Company Operations Plan	1	
MBA PRJ5.5 Firm Financial Analysis and Plan	1	
MBA PRJ5.6 International Context Trip	1	
MBA PRJ5.F Final Business Plan Creation, Publication, & Presentation	1	
Major Field Test in Business administered by the Educational Testing Service (ETS)		
<b>Total Hours for the Project-Based Master of Business Administration Program (PMBA)</b>	<b>39</b>	

## Accelerated Project-Based MBA (BBA to PMBA)

Students who complete the Project-Based BBA program are pre-admitted to the Project-Based Master of Business Administration (PMBA) program offered by the Bill and Vieve Gore School of Business. Students can complete the MBA program in four to five semesters (20 months) and 30 semester credits. Please contact the Program Director for further information.

## Graduation Requirements

A candidate for graduation must consult the Program Director at the beginning of project sequence three. The program advisor will assist the student in completing an application for graduation for the next graduation period, depending on the actual date of the application. To be eligible for graduation, a student must satisfy the following conditions:

- Complete the credit hours required by the student's program.
- Complete each project sequence with a minimum evaluation of "Meets" on all project competencies.
- Complete the Major Field Test in Business administered by the Educational Testing Service (ETS).

For ETS information, click [here](#). Exceptions for completing the ETS may be considered by program director when conditions make completion of the test impractical.

A student should consult with either the assigned project coach and/or their program advisor regarding graduation requirements.

## Program Requirements:

Requirement Description	Credit Hours	Recommended Schedule
<b>Sequence 1: Strategic Leadership</b>	<b>8</b>	<b>Semester 1</b>
MBA PRJ1.1 Negotiations and Conflict Resolution	1	
MBA PRJ1.2 Salary Negotiation	1	
MBA PRJ1.3 Vendor Contracts and Negotiation (1)	1	
MBA PRJ1.4 Creativity and Competitive Advantage	1	
MBA PRJ1.5 Internal Organization	1	
MBA PRJ1.6 External Environment	1	
MBA PRJ1.T Manage Teams to Improve Organizational Performance	1	
MBA PRJ1.F Presentation & Defense Business Strategy	1	

Requirement Description	Credit Hours	Recommended Schedule
<b>Sequence 2: Consumers in the Market</b>	<b>7</b>	<b>Semester 2</b>
MBA PRJ2.1 Data Analysis	1	consent of instructor
MBA PRJ2.2 Pricing Strategy	1	
MBA PRJ2.3 Product Portfolio	1	
MBA PRJ2.4 Market Research	1	
MBA PRJ2.5 Promotional Strategy	1	
MBA PRJ2.6 Globalization	1	
MBA PRJ2.T Manage Teams to Improve Communication	1	
<b>Sequence 3: Enterprise Performance</b>	<b>7</b>	<b>Semester 3</b>
MBA PRJ3.1 Developing Organizational Performance Measures and Outcomes	1	consent of instructor
MBA PRJ3.2 Lead Process Improvement	1	
MBA PRJ3.3 Financial Analysis and Reporting	1	
MBA PRJ3.4 Evaluate Financial Performance	1	
MBA PRJ3.5 Industry Comparative Analysis	1	
MBA PRJ3.6 Developing a Financial Forecast	1	
MBA PRJ3.T Manage Teams to Improve Organizational Performance	1	
<b>Sequence 4: Implementing Strategy</b>	<b>7</b>	<b>Semester 4</b>
MBA PRJ4.1 Managing in a Global Environment	1	
MBA PRJ4.2 Leadership Evaluation	1	
MBA PRJ4.3 Ethics & Corporate Social Responsibility	1	
MBA PRJ4.4 Corporate Structure	1	
MBA PRJ4.5 Analysis of Business Level Strategy	1	
MBA PRJ4.6 Personal Leadership Improvement	1	
MBA PRJ4.T Strategy Implementation	1	
<b>Sequence 5: Business Planning</b>	<b>1</b>	<b>Semester 4</b>
MBA PRJ5.6 International Context Trip	1	
Major Field Test in Business administered by the Educational Testing Service (ETS)		
<b>Total Hours for the Project-Based MBA (BBA to PMBA)</b>	<b>30</b>	

\*Students who have completed the Project-Based BBA at Westminster only need to complete 30 hours in the Project-Based MBA.

## Accelerated Project-Based MBA (Leadership Certificate to PMBA)

Students who have completed the executive Leadership Certificate program offered through Westminster University can enroll in the accelerated Project-Based MBA program and complete the program in 30 semester credits. The Leadership Certificate program is developed around 10 two-day courses focused on essential leadership and business skills. Each leadership session is centered on a three-stage process: pre-work, practice in real-world activities and then application in the workplace. The leadership certificate series utilizes a project-based project model with an assigned faculty coach to work with each participant and is available to consult with participants in real time. Only Students who have successfully completed all 10 courses of the certificate program are eligible for an accelerated PMBA.

## Graduation Requirements

A candidate for graduation must consult their program advisor at the beginning of project sequence three. The program advisor will assist the student in completing an application for graduation for the next graduation period, depending on the actual date of the application. To be eligible for graduation, a student must satisfy the following conditions:

- Complete 30 credit hours.
- Complete each project sequence with a minimum evaluation of "Meets" on all project competencies.
- Complete the Major Field Test in Business administered by the Educational Testing Service (ETS).

For ETS information, click [here](#). Exceptions for completing the ETS may be considered by program director when conditions make completion of the test impractical.

A student should consult with either the assigned project coach and/or their program advisor regarding graduation requirements.

## Program Requirements

Requirement Description	Credit Hours	Recommended Schedule
<b>Sequence 1: Strategic Leadership</b>	<b>2</b>	<b>Semester 1</b>
MBA PRJ1.2 Salary Negotiation	1	
MBA PRJ1.6 External Environment	1	
<b>Sequence 2: Consumers in the Market</b>	<b>7</b>	<b>Semester 1</b>
MBA PRJ2.1 Data Analysis	1	consent of instructor
MBA PRJ2.2 Pricing Strategy	1	
MBA PRJ2.3 Product Portfolio	1	
MBA PRJ2.4 Market Research	1	
MBA PRJ2.5 Promotional Strategy	1	
MBA PRJ2.6 Globalization	1	
MBA PRJ2.F Develop a Marketing Plan	1	
<b>Sequence 3: Enterprise Performance</b>	<b>6</b>	<b>Semester 2</b>
MBA PRJ3.3 Financial Analysis and Reporting	1	
MBA PRJ3.4 Evaluate Financial Performance	1	
MBA PRJ3.5 Industry Comparative Analysis	1	
MBA PRJ3.6 Developing a Financial Forecast	1	
MBA PRJ3.T Manage Teams to Improve Organizational Performance	1	
MBA PRJ3.F Develop a Financial Budget and Plan	1	
<b>Sequence 4: Implementing Strategy</b>	<b>8</b>	<b>Semester 3</b>
MBA PRJ4.1 Managing in a Global Environment	1	
MBA PRJ4.2 Leadership Evaluation	1	
MBA PRJ4.3 Ethics & Corporate Social Responsibility	1	
MBA PRJ4.4 Corporate Structure	1	
MBA PRJ4.5 Analysis of Business Level Strategy	1	
MBA PRJ4.6 Personal Leadership Improvement	1	
MBA PRJ4.T Strategy Implementation	1	
MBA PRJ4.F Developing an Operating Plan	1	
<b>Sequence 5: Business Planning</b>	<b>7</b>	<b>Semester 4</b>

Requirement Description	Credit Hours	Recommended Schedule
MBA PRJ5.1 Industry and Company Analysis	1	
MBA PRJ5.2 Customer Analysis and Marketing Plan	1	
MBA PRJ5.3 Competitor Analysis & Strategic Response	1	
MBA PRJ5.4 Company Operations Plan	1	
MBA PRJ5.5 Firm Financial Analysis and Plan	1	
MBA PRJ5.6 International Context Trip	1	
MBA PRJ5.F Final Business Plan Creation, Publication, & Presentation	1	
Major Field Test in Business administered by the Educational Testing Service (ETS)		
<b>Total Hours for the Accelerated Project-Based MBA (Leadership Certificate to PMBA)</b>	<b>30</b>	

# SCHOOL OF EDUCATION PROGRAMS

## MASTER OF ARTS IN COMMUNITY AND ORGANIZATIONAL LEADERSHIP (MACOL)

### Faculty

- Peggy Cain, Program Director

This program prepares graduates for leadership positions in a variety of community organizations and settings. It prepares them to develop deeper relationships with community members, organize grassroots efforts and dialogue, lead and manage non-profit organizations, business human resources programs, social service and community outreach programs, advocate in public policy arenas, and communicate with and teach relevant audiences.

Students will be prepared to work in settings such as: non-profit organizations, advocacy groups, community organizing and outreach, government public affairs departments, social service agencies, business and nonprofit human resources, public education outreach, environmental organizations, public health, economic development, corporate foundations, philanthropy, arts organizations, religious communities, ethnic affairs programs, elected offices, and community planning. Students also have the option of selecting a specialized track within the program: Organizational Leadership with Diversity, Equity and Inclusion Emphasis, which prepares graduates for organizational leadership positions including human resources, the Trauma and Restorative Justice Emphasis, which prepares graduates to understand impacts of trauma and integrate trauma-informed and restorative practices, or the highly-customizable Comprehensive Track.

### Philosophy Statement

Democracy is strongest when informed citizens participate actively in decision-making in their communities. This program aims to strengthen and improve the work of many types of community groups and organizations working to help people meet their basic needs, inform citizens on issues, and involve people in decision-making through advocacy efforts and community organizing. The program structure models the collaborative philosophy that undergirds the program. The program is cross-disciplinary, incorporating faculty from various disciplinary backgrounds. The program also integrates the expertise of members of the community through an advisory board, class placements with community organizations, guest speakers, and team teaching with local experts.

Classes in the program build on the life and work experience that students bring to the program. Classes are highly experiential and active. Class assignments are often competency-based, incorporating real-life tasks similar to those students encounter in their jobs and community settings. Some class projects will serve specific community organizations. The Capstone Project will integrate students' learning from the entire program and provide an opportunity to design an in-depth project tailored to the students' interests and professional goals that serves the needs of a particular organization or group in the community.

Graduates of the program will be equipped with specific skills and knowledge to serve the community today, as well as the ability to learn, reflect, and adapt to the rapidly-changing contexts in which they will be working. The program content is organized within the following program standards:

**Leadership:** Students will demonstrate skills in leading formal organizations (non-profit, government, philanthropy) and informal community efforts.

**Management:** Students will demonstrate skills in managing formal organizations (non-profit, government, philanthropy) and informal community efforts.

**Community Development, Organizing and Advocacy:** Students will demonstrate skills in conducting research in communities, and use those skills to effectively and creatively facilitate participatory decision-making, community organizing, and advocacy in public policy arenas.

**Communication:** Students will communicate ideas to audiences in oral, visual, and written forms to establish knowledge, to increase understanding, or to advocate for a particular position.

**Critical Thinking:** Students will comprehensively explore issues, ideas, artifacts, events, and other positions, before accepting or formulating an opinion or conclusion.

**Collaboration:** Students will demonstrate self-awareness, understanding of effective group dynamics, and project management skills.

**Creativity:** Students will combine or synthesize new ideas, practices, or expertise in original ways that are characterized by innovation, divergent thinking, and risk taking.

### Program Description

Program content is organized into core classes, elective classes, and a capstone project or internship. The core has three parts: community organizing and advocacy, leadership and management, and communications. Students may complete the 21-hour core and receive a Certificate in Community Leadership. For those wishing to pursue the Master of Arts, elective options enable students to specialize in one of three areas, choose a mixture of courses, or to pursue Organizational Leadership with Diversity, Equity, and Inclusion (DEI) Emphasis, Trauma and Restorative Justice Emphasis, or Comprehensive Track. The capstone experience integrates knowledge and skills students have learned throughout the program and enables students to apply that knowledge and skill in an individualized way to serve a community organization.

### Program Requirements

Students must complete the 21-hour core to receive the Certificate in Community Leadership. A minimum of 35 credit hours is required for graduation with the Master of Arts degree. A maximum of nine credit hours of graduate-level transcribed credit may be accepted from another accredited college or university. The accepted coursework must fall within the guidelines of Westminster's graduate programs. Courses completed at other graduate institutions must carry a grade of B or better to be eligible for transfer credit.

Although a minimum of 35 credit hours is required, students may desire, or need to complete, additional hours to enhance their graduate degree. Planning this graduate degree program is the responsibility of students in collaboration with their advisors.

### Retention in the Program

School of Education courses may only be repeated once. The student must:

- Design and file an acceptable program plan with the Program Director.

- Maintain a grade point average of 3.0. Courses in which a grade of C- or lower is awarded do not count toward graduation requirements. A grade of C- or lower in two courses will result in dismissal from the program. School of Education courses may only be repeated once; a grade of C- or lower on the retake will result in dismissal from the program. All courses must be taken for a letter grade.
- Complete the program within six years, or begin to lose credit for courses older than six years.

## Graduation Requirements

To be eligible for a master’s degree, students must satisfy the following conditions:

- Meet all credit hour and other course requirements.
- Maintain an overall grade point average of 3.0 or above.
- Be enrolled at Westminster University during the semester in which they wish to graduate.
- Maintain good academic standing.
- Earn a grade of C or higher in all graduate courses.

**Note:** Only graduate-level coursework may be applied toward a degree or certificate requirements. The final responsibility for being informed about, and adhering to, graduation requirements rests with the student.

## Graduate Certificate in Community & Organizational Leadership

Requirement Description	Credit Hours	Prerequisites
<b>I. Required Courses</b>	<b>21</b>	
MACOL 601 Foundations of Organizational & Social Change	3	
MACOL 602 Discourse & Research Methods	3	MACOL 601
MACOL 603 Policy, Advocacy & Community Organizing	3	MACOL 602
MACOL 606 Envisioning Futures	3	
MBA 548E Budgeting & Finance for Community Organizations	2	
MBA 651E The Nonprofit Organization	2	
MBA 625C Leadership and Decision Making	2	
Take one of the following courses:		
MACOL 622 Program Planning and Evaluation	3	
MACOL 654 Organizational and Leadership Communication	3	
MACOL 655 Intercultural and Global Communication	3	
MACOL 656 Integrated Marketing Communication	3	
MED 668 Instructional Design Foundations	3	
<b>Total Hours for the Certificate in Community &amp; Organizational Leadership</b>	<b>21</b>	

## Graduate Certificate in Organizational Leadership

Requirement Description	Credit Hours	Prerequisites
<b>I. Required Courses</b>	<b>9</b>	
MACOL 601 Foundations of Organizational & Social Change	3	
MACOL 624 Leadership, Conflict & Change	2	
MACOL 626 HR Equity & Compliance Practices	2	
MACOL 643 High Performing Organizational Cultures	2	
<b>Total Hours for the Certificate in Organizational Leadership</b>	<b>9</b>	



### Graduate Certificate in Trauma-Responsive Leadership

Requirement Description	Credit Hours	Prerequisites
<b>I. Required Courses</b>	<b>10</b>	
MACOL 639 Neuroscience of Trauma	3	
MACOL 640 Trauma-Responsive Organizations	2	
MACOL 642 Foundations of Restorative Justice	3	
MACOL 624 or MACOL 643 Leadership, Conflict & Change OR High Performing Organizational Cultures	2	
<b>Total Hours the Certificate in Trauma-Responsive Leadership</b>	<b>10</b>	

### Master of Arts in Community & Organizational Leadership

Requirement Description	Credit Hours	Prerequisites
<b>I. Required Courses</b>	<b>21</b>	
MACOL 601 Foundations of Organizational & Social Change	3	
MACOL 602 Discourse & Research Methods	3	MACOL 601
MACOL 603 Policy, Advocacy & Community Organizing	3	MACOL 602
MACOL 606 Envisioning Futures	3	
MBA 548E Budgeting & Finance for Community Organizations	2	
MBA 625C Leadership and Decision Making	2	
MBA 651E The Nonprofit Organization	2	
Take one of the following courses		
MACOL 622 Program Planning & Evaluation	3	
MACOL 654 Organizational & Leadership Communication	3	
MACOL 655 Intercultural and Global Communication	3	
MACOL 656 Integrated Marketing Communication	3	
MED 668 Instructional Design Foundations	3	
<b>II. Elective Courses</b>	<b>8</b>	
Students pursuing the Master of Arts may choose classes from the following:		
MACOL 608 Special Topics in Community Leadership	1-3	
MACOL 610 Introduction to Development	1	
MACOL 612 Corporate/Foundations Relations	1	
MACOL 614 Working with Volunteers	1	
MACOL 616 Working with Nonprofit Boards of Directors	1	
MACOL 618 Facilitating and Negotiating	1	
MACOL 620 Advanced Community Organizing	3	MACOL 603

Requirement Description	Credit Hours	Prerequisites
MACOL 622 Program Planning & Evaluation	3	
MACOL 624 Leadership, Conflict & Change	2	
MACOL 630 Community Leadership: International Contexts	2	
MACOL 636 Arts and Communities	2	
MACOL 639 Neuroscience of Trauma	3	
MACOL 640 Trauma-Responsive Organizations	2	
MACOL 642 Foundations of Restorative Justice	3	
MACOL 643 High Performing Organizational Cultures	2	
MACOL 654 Organizational and Leadership Communication	3	
MACOL 655 Intercultural and Global Communication	3	
MACOL 656 Integrated Marketing Communication	3	
MACOL 658 Managing Issues in Crisis	1	
MACOL 662 Social Media Marketing	1	
MACOL 665 Internship	1-3	
MACOL 668 Directed Study	1-3	
MACOL 670 Research Extension	1	
MED 613 Theories of Adult Learning	3	
MED 634 Teaching Adults	3	
MED 652 Globalization of Education	3	
MED 653 Indigenous Knowledges & Lifeways	3	
MED 668 Instructional Design Foundations	3	
MBA 605C Communication and Teamwork	2	
Students may choose electives from the Master of Public Health program offerings in consultation with directors of the MPH and MACOL programs.		
<b>III. Project</b>	<b>6</b>	
MACOL 679 Capstone Project Development	3	MACOL 602
MACOL 680 Capstone Project	3	MACOL 679
<b>Total Hours for the Master of Arts in Community and Organizational Leadership</b>	<b>35</b>	

### Master of Arts in Community & Organizational Leadership: Trauma and Restorative Justice Emphasis

Requirement Description	Credit Hours	Prerequisites
<b>I. Core Courses</b>	<b>26</b>	
MACOL 601 Foundations of Organizational & Social Change	3	
MACOL 602 Critical Theory & Methods	3	MACOL 601
MACOL 603 Policy, Advocacy & Community Organizing	3	MACOL 602

Requirement Description	Credit Hours	Prerequisites
MACOL 606 Envisioning Futures	3	
MACOL 639 Neuroscience of Trauma	3	
MACOL 640 Trauma-responsive Organizations	2	
MACOL 642 Foundations of Restorative Justice	3	
MBA 548E Budgeting & Finance for Community Organizations	2	
MBA 625C Leadership and Decision Making	2	
MBA 651E The Nonprofit Organization	2	
<b>II. Elective Courses</b>	<b>3</b>	
Students pursuing the Master of Arts may choose classes from the following:		
MACOL 608 Special Topics in Community Leadership	1-3	
MACOL 610 Introduction to Development	1	
MACOL 612 Corporate/Foundation Relations	1	
MACOL 614 Working with Volunteers	1	
MACOL 616 Working with Nonprofit Boards of Directors	1	
MACOL 618 Facilitating and Negotiating	1	
MACOL 620 Advanced Community Organizing	3	MACOL 603
MACOL 622 Program Planning and Evaluation	3	
MACOL 624 Leadership, Conflict & Change	2	
MACOL 630 Community Leadership: International Contexts	2	
MACOL 636 Arts and Communities	2	
MACOL 643 High Performing Organizational Cultures	2	
MACOL 654 Organizational and Leadership Communication	3	
MACOL 655 Intercultural and Global Communication	3	
MACOL 656 Integrated Marketing Communication	3	
MACOL 658 Managing Issues of Crisis	1	
MACOL 662 Social Media Marketing	1	
MACOL 665 Internship	1-3	
MACOL 668 Directed Study	1-3	
MACOL 670 Research Extension	1	
MED 613 Theories of Adult Learning and Development	3	
MED 644 Arts and Movement for Trauma	2	
MED 645 Self-Care for Secondary Trauma	1	
MED 646 Writing for Trauma Healing	1	
MED 653 Indigenous Knowledges & Lifeways	3	
Students may choose electives from the Master of Public Health program offerings in consultation		

Requirement Description	Credit Hours	Prerequisites
with the directors of the MPH and MACOL programs.		
<b>III. Project</b>	<b>6</b>	
MACOL 679 Capstone Project Development	3	MACOL 602
MACOL 680 Capstone Project	3	MACOL 679
<b>Total Hours for the Master of Arts in Community and Organizational Leadership: Trauma and Restorative Justice Emphasis</b>	<b>35</b>	

**Master of Arts in Community & Organizational Leadership: Diversity, Equity & Inclusion Emphasis**

Requirement Description	Credit Hours	Prerequisites
<b>I. Core Courses</b>	<b>22</b>	
MACOL 601 Foundations of Organizational & Social Change	3	MACOL 601
MACOL 602 Critical Theory & Methods	3	
MACOL 606 Envisioning Futures	3	
MACOL 624 Leadership, Conflict & Change	2	
MACOL 626 HR Equity & Compliance Practices	2	
MACOL 643 High Performing Organizational Cultures	2	
MACOL 655 Intercultural and Global Communication	3	
MBA 548E Budgeting & Finance for Community Organizations	2	
MBA 625C Leadership and Decision Making	2	
<b>II. Elective Courses</b>	<b>7</b>	
MACOL 603 Policy, Advocacy & Community Organizing	3	
MACOL 608 Special Topics in Community Leadership	1-3	
MACOL 614 Working with Volunteers	1	
MACOL 616 Working with Nonprofit Boards of Directors	1	
MACOL 618 Facilitating and Negotiating	1	
MACOL 622 Program Planning and Evaluation	3	
MACOL 630 Community Leadership: International Contexts	2	
MACOL 639 Neuroscience of Trauma	3	
MACOL 640 Trauma-Responsive Organizations	2	
MACOL 642 Foundations of Restorative Justice	3	
MACOL 654 Organizational and Leadership Communication	3	
MACOL 665 Internship	1-3	
MACOL 668 Directed Study	1-3	
MACOL 670 Research Extension	1	

Requirement Description	Credit Hours	Prerequisites
MED 610 Sociocultural Contexts for Learning	3	
MED 613 Theories of Adult Learning	3	
MED 634 Teaching Adults	3	
MED 653 Indigenous Knowledges & Lifeways	3	
MBA 605C Communication and Teamwork	2	
MBA 651E The Nonprofit Organization	2	
<b>III. Project</b>	<b>6</b>	
MACOL 679 Capstone Project Development	3	MACOL 602
MACOL 680 Capstone Project	3	MACOL 679
<b>Total Hours for the Master of Arts in Community and Organizational Leadership: Diversity, Equity &amp; Inclusion Emphasis</b>	<b>35</b>	

## MASTER OF ARTS IN TEACHING (MAT)

### Faculty

- Spencer Bagley, Associate Professor
- Peggy Cain, Professor
- Marilee Coles-Ritchie, Professor
- Chante Jimenez, Assistant Dean
- Lowell K. Oswald, Associate Professor and MAT Program Director
- Rebecca Penerosa, Associate Professor

### Program Description

The Master of Arts in Teaching is an integrated degree program that leads to licensure for students who already have earned a bachelor's degree. The program combines classroom instruction and extensive experience in diverse K-12 classrooms throughout the program. Students in the program will study:

- Learners and their Development
- Impactful Curriculum Design
- Effective Assessment Methods
- Classroom Management
- Reflective Teaching Practice
- Culture and Society

A unique focus of the program prepares graduates to teach all students using effective, differentiated teaching strategies. Graduates will know how to design curriculum that connects to the knowledge and skills of students and their families.

**Note:** Current federal regulations require that a criminal background check and fingerprint assessment be passed before applicants can be recommended for licensure. Should the Utah State Board of Education change its requirements for teaching licensure, the MAT Program will change accordingly.

### Admission to the Program

See the [Admission to the College](#) section for admission requirements.

Entrance to a teacher education program requires a transcript demonstrating a 3.0 cumulative GPA.

**Note:** Formal admission to the MAT Program does not guarantee a recommendation for licensure. Recommendation for licensure is made only upon successful completion of the MAT degree requirements, achieving a passing score on state-mandated assessments, and completing all state-mandated educator endorsement requirements.

### Student Teaching

Students must successfully complete all courses in the MAT before they are eligible to student teach. Student teaching is a full-time, 12-week experience. Prior to student teaching, students must:

- Submit the completed Request for Student Teaching form by the first Monday in March to student teach in the Fall semester or by the first Monday in October to student teach in the Spring semester.
- Be approved to student teach by the MAT faculty.
- Obtain a Student Teaching License on the USBE website.

**Appeal Process:** A student has the right to appeal a decision denying admission to the MAT program or denying the opportunity to student teach. The student has fifteen days after receiving a denial letter to petition the Dean, in writing, for reconsideration.

## Retention in the Program

School of Education courses may only be repeated once. The student must:

- Maintain a grade point average of 3.00. Courses in which a grade of C- or lower is awarded do not count toward graduation requirements.
- Complete the program within six years, or begin to lose credit for courses older than six years.

## Graduation Requirements

Candidates for graduation should apply to the Registrar’s Office approximately two regular semesters prior to planned completion of graduation requirements. Applications for December graduation are due in March and applications for May and August graduation are due in September. Please see the Academic Calendar for more specific dates. Candidates are notified of remaining degree requirements within four weeks after applying for graduation. To be eligible for the MAT degree, students must satisfy the following conditions:

- Meet all credit hour and other course requirements.
- Maintain an overall grade point average of 3.0 or above.
- Be enrolled at Westminster University during the semester in which they wish to graduate.
- Maintain good academic standing.
- Earn a grade of C or higher in all graduate courses.

**Note:** Only graduate-level coursework may be applied toward degree requirements. The final responsibility for being informed about, and adhering to, graduation requirements rests with the student.

## Elementary Education: Licensure to teach grades K-6

### MAT in Elementary Education (Grades K-6)

Requirement Description	Credit Hours	Prerequisites
<b>I. Required Courses</b>	<b>45</b>	
MAT 600 Culture, Family and Community	3	
MAT 602 Foundations of Education in a Diverse Society	3	
MAT 605 Teaching Exceptional Learners in Inclusive Classrooms	3	
MAT 607 Student Teaching Seminar	1	consent of instructor
MAT 630 Elementary Instructional Design, Practice, and Policy: DLL Emphasis	3	
MAT 631 Math for ELED Teacher	2	
MAT 632 Science Methods	3	
MAT 633 Math Methods	3	MAT 630, 631
MAT 636 Social Studies Methods	3	
MAT 637 Creative Arts Methods	3	
MAT 639 Elementary Student Teaching	6	consent of instructor
MAT 640 Elementary Classroom Management	3	MAT 600
MAT 642 Elementary Classroom Assessment	2	
MAT 663 Literacy Foundations, Assessment and Instruction	3	MAT 630
MAT 664 Teaching Methods: Reading and Language Arts	3	MAT 630
MAT 669 Literacy Assessment & Intervention	1	MAT 663
<b>Total Hours for the MAT in Elementary Education</b>	<b>45</b>	

## Recommended Plan of Study for MAT in Elementary Education

Students begin the Elementary MAT program in the Summer semester. The program can be completed in four semesters. To be recommended for licensure, students must pass the *Foundations of Reading Assessment* prior to student teaching and the *Praxis® Performance Assessment for Teachers* (PPAT) during student teaching.

First Semester (Summer)	Second Semester (Fall)	Third Semester (Spring)	Fourth Semester (Fall)
MAT 600 MAT 602 MAT 605 MAT 630	MAT 631 MAT 632 MAT 636 MAT 642 MAT 663 MAT 669	MAT 633 MAT 637 MAT 640 MAT 664	MAT 607 MAT 639

## Accelerated MAT in Elementary Education Program Requirements

The Accelerated MAT program is open only to graduates of Westminster University who have completed the following courses as part of their undergraduate studies: EDUC 302 Foundations of Education in a Diverse Society and EDUC 312 Specialized Education Services. Students who are considering applying for the Accelerated MAT program should meet with the Program Director early in their undergraduate career, preferably before their junior year.

Completion of the Accelerated MAT in Elementary Education requires admission to the program and the following coursework:

Requirement Description	Credit Hours	Prerequisites
<b>I. Required Courses</b>	<b>39</b>	
MAT 600 Culture, Family and Community	3	
MAT 607 Student Teaching Seminar	1	consent of instructor
MAT 630 ELED Methods & Management	3	
MAT 631 Math for ELED Teachers	2	
MAT 632 Science Methods	3	
MAT 633 Math Methods	3	MAT 630, 631
MAT 636 Social Studies Methods	3	
MAT 637 Creative Arts Methods	3	
MAT 639 Elementary Student Teaching	6	
MAT 640 Elementary Classroom Management	3	MAT 600
MAT 642 Elementary Classroom Assessment	2	
MAT 663 Literacy Foundations, Assessment and Instruction	3	MAT 600
MAT 664 Teaching Methods: Reading and Language Arts	3	MAT 630
MAT 669 Literacy Assessment & Intervention	1	MAT 663
<b>Total Hours for the Accelerated MAT in Elementary Education</b>	<b>39</b>	

## Secondary Education: Licensure to teach grades 6-12

The Secondary Education Program is for those who would like to teach at the middle or high school level. Secondary Education candidates must have a major or minor in their baccalaureate degree from the list below. If they do not have such a major or minor they may consult the MAT Program Director. Students who are seeking their MAT must satisfactorily complete all the requirements of the program.

- Art
- Biology
- Business
- Chemistry
- Chinese
- Computer Science
- Earth Science
- English
- French
- History

- Mathematics
- Music
- Physical Science
- Physics
- Social Science
- Spanish
- Theater

## MAT in Secondary Education (Grades 6-12)

Requires admission to the program and the following coursework:

Requirement Description	Credit Hours	Prerequisites
<b>I. Core Courses</b>	<b>33</b>	
MAT 600 Culture, Family and Community	3	
MAT 602 Foundations of Education in a Diverse Society	3	
MAT 605 Teaching Exceptional Learners in Inclusive Classrooms	3	
MAT 607 Student Teaching Seminar	1	consent of instructor
MAT 610 Managing the Inclusive Classroom	4	MAT 600
MAT 611 Curriculum Design & Management	3	
MAT 612 Secondary Methods Seminar	2	MAT 600
MAT 613 Secondary General Methods & Assessment	4	MAT 611
MAT 614 Content Literacy for Diverse Language Learners	4	MAT 600
MAT 615 Secondary Student Teaching	6	consent of instructor
<b>II. Content Methods Courses</b>	<b>3-6</b>	
Students must register for the content methods course chosen from the following that reflects their expected area of licensure. Students seeking licensure in a second content area must take a second methods course that reflects the area of licensure for their second content area of interest.		
MAT 616 Methods of Teaching Secondary School History/Social Science	3	MAT 600
MAT 617 Methods of Teaching Secondary School Science	3	MAT 600
MAT 619 Methods of Teaching Secondary School English	3	MAT 600
MAT 621 Methods of Teaching Secondary School Art	3	MAT 600
MAT 622 Methods of Teaching Secondary School Mathematics	3	MAT 600
MAT 624 Methods of Teaching Secondary School World Languages	3	MAT 600
MAT 625 Methods of Teaching Secondary School Fine Arts	3	MAT 600
<b>Total Hours for the MAT in Secondary Education Program</b>	<b>36-39</b>	



## Recommended Plan of Study for MAT in Secondary Education

Full-time MAT students may begin the program in the Summer or Fall semester. Students who begin in the Summer take foundations courses in the Summer, methods courses in the Fall, and student teach in the Spring semester. Students who begin in the Fall take foundations courses in the Fall, methods courses in the Spring, and then student teach the following Fall semester.

First Semester (Summer or Fall)	Second Semester (Fall or Spring)	Third Semester (Spring or second Fall)
MAT 600 MAT 602 MAT 605 MAT 611 MAT 614	MAT 610 MAT 612 MAT 613 Subject Methods (MAT 616-625)	MAT 607 MAT 615

Part-time students develop a schedule in consultation with an advisor to take additional semesters to complete the program.

## Accelerated MAT in Secondary Education Program

### Program Requirements

The Accelerated MAT program is open only to graduates of Westminster University who have completed the following courses as part of their undergraduate studies: EDUC 302 Foundations of Education in a Diverse Society and EDUC 312 Specialized Education Services. Students who are considering applying for the Accelerated MAT program should meet with the Program Director early in their undergraduate career, preferably before their junior year.

Completion of the Accelerated MAT in Secondary Education requires admission to the program and the following coursework:

Requirement Description	Credit Hours	Prerequisites
<b>I. Required Courses</b>	<b>27</b>	
MAT 600 Culture, Family and Community	3	
MAT 607 Teaching and Research Seminar	1	consent of instructor
MAT 610 Managing the Inclusive Classroom	4	MAT 600
MAT 611 Curriculum Design & Management	3	
MAT 612 Secondary Methods Seminar	2	MAT 600
MAT 613 Secondary General Methods & Assessment	4	MAT 611
MAT 614 Content Literacy for Diverse Language Learners	4	MAT 600
MAT 615 Secondary Student Teaching	6	consent of instructor
<b>II. Content Methods Courses</b>	<b>3-6</b>	
Students must register for the content methods course chosen from the following that reflects their expected area of licensure. Students seeking licensure in a second content area must take a second methods course that reflects the area of licensure for their second content area of interest.		
MAT 616 Methods of Teaching Secondary School History/Social Science	3	MAT 600
MAT 617 Methods of Teaching Secondary School Science	3	MAT 600
MAT 619 Methods of Teaching Secondary School English	3	MAT 600
MAT 621 Methods of Teaching Secondary School Art	3	MAT 600
MAT 622 Methods of Teaching Secondary School Mathematics	3	MAT 600
MAT 625 Methods of Teaching Secondary School Fine Arts	3	MAT 600

Requirement Description	Credit Hours	Prerequisites
<b>Total Hours for the Accelerated MAT</b>	<b>30-33</b>	

**Recommended Plan of Study for Accelerated MAT in Secondary Education**

Full-time MAT students may begin the program in the Summer or Fall semester. Students who begin in the Summer take foundations courses in the Summer, methods courses in the Fall, and student teach in the Spring semester. Students who begin in the Fall take foundations courses in the Fall, methods courses in the Spring, and then student teach the following Fall semester.

Undergraduate Years	First Semester (Summer or Fall)	Second Semester (Fall or Spring)	Third Semester (Spring or second Fall)
EDUC 302 EDUC 312	MAT 600 MAT 611 MAT 614	MAT 610 MAT 612 MAT 613 MAT Methods course	MAT 607 MAT 615

Part-time students develop a schedule in consultation with an advisor to take additional semesters to complete the program.

**MAT in Secondary Arts Education (Grades K-12) with K-6 Arts Endorsement Extension**

**Program Requirements**

Completion of the Accelerated MAT in Secondary Arts Education with a K-6 Arts Endorsement requires admission to the program and the following coursework:

Requirement Description	Credit Hours	Prerequisites
<b>I. Required Courses</b>	<b>33</b>	
MAT 600 Culture, Family and Community	3	
MAT 602 Foundations of Education in a Diverse Society	3	
MAT 605 Teaching Exceptional Learners in Inclusive Classrooms	3	
MAT 607 Teaching and Research Seminar	1	consent of instructor
MAT 610 Managing the Inclusive Classroom	4	MAT 600
MAT 611 Curriculum Design & Management	3	
MAT 612 Secondary Methods Seminar	2	MAT 600
MAT 613 Secondary General Methods & Assessment	4	MAT 611
MAT 614 Content Literacy for Diverse Language Learners	4	MAT 600
MAT 615 Secondary Student Teaching	6	consent of instructor
<b>II. Content Methods Courses</b>	<b>6</b>	
Students must take MAT 637 and either MAT 621 or MAT 625		
MAT 621 Methods of Teaching Secondary School Art	3	MAT 600
MAT 625 Methods of Teaching Secondary School Fine Arts	3	MAT 600
MAT 637 Creative Arts Methods	3	MAT 600
<b>Total Hours for the MAT Secondary Arts Education Program</b>	<b>39</b>	

**Recommended Plan of Study for Accelerated MAT in Secondary Education**

Full-time MAT students may begin the program in the Summer or Fall semester. Students who begin in the Summer take foundations courses in the Summer, methods courses in the Fall, and student teach in the Spring semester. Students who begin in the Fall take foundations courses in the Fall, methods courses in the Spring, and then student teach the following Fall semester.

First Semester (Summer or Fall)	Second Semester (Fall or Spring)	Third Semester (Spring or second Fall)
MAT 600 MAT 602 MAT 605 MAT 611 MAT 614	MAT 610 MAT 612 MAT 613 Methods: MAT 621 or MAT 625	MAT 607 MAT 615 MAT 637

**Accelerated MAT in Secondary Arts Education (Grades K-12) with K-6 Arts Endorsement Extension**

**Program Requirements**

The Accelerated MAT program is open only to graduates of Westminster University who have completed the following courses as part of their undergraduate studies: EDUC 302 Foundations of Education in a Diverse Society, EDUC 312 Specialized Education Services, and EDUC 344 Creative Arts Methods. Students who are considering applying for the Accelerated MAT program should meet with the Program Director early in their undergraduate career, preferably before their junior year.

Completion of the Accelerated MAT in Secondary Arts Education with a K-6 Arts Endorsement requires admission to the program and the following coursework:

Requirement Description	Credit Hours	Prerequisites
<b>I. Required Courses</b>	<b>27</b>	
MAT 600 Culture, Family and Community	3	
MAT 607 Teaching and Research Seminar	1	consent of instructor
MAT 610 Managing the Inclusive Classroom	4	MAT 600
MAT 611 Curriculum Design & Management	3	
MAT 612 Secondary Methods Seminar	2	MAT 600
MAT 613 Secondary General Methods & Assessment	4	MAT 611
MAT 614 Content Literacy for Diverse Language Learners	4	MAT 600
MAT 615 Secondary Student Teaching	6	consent of instructor
<b>II. Content Methods Courses</b>	<b>3</b>	
Students must take either MAT 621 or MAT 625		
MAT 621 Methods of Teaching Secondary School Art	3	MAT 600
MAT 625 Methods of Teaching Secondary School Fine Arts	3	MAT 600
<b>Total Hours for the Accelerated MAT</b>	<b>30</b>	

**Recommended Plan of Study for Accelerated MAT in Secondary Education**

Full-time MAT students may begin the program in the Summer or Fall semester. Students who begin in the Summer take foundations courses in the Summer, methods courses in the Fall, and student teach in the Spring semester. Students who begin in the Fall take foundations courses in the Fall, methods courses in the Spring, and then student teach the following Fall semester.

Undergraduate Years	First Semester (Summer or Fall)	Second Semester (Fall or Spring)	Third Semester (Spring or second Fall)
EDUC 302 EDUC 312 EDUC 344	MAT 600 MAT 611 MAT 614	MAT 610 MAT 612 MAT 613	MAT 607 MAT 615

Undergraduate Years	First Semester (Summer or Fall)	Second Semester (Fall or Spring)	Third Semester (Spring or second Fall)
		Methods: MAT 621 or MAT 625	

## Master of Arts in Teaching to Master of Education Tracks

This program is designed for graduates of Westminster's Master of Arts in Teaching Program who pursue an endorsement and an MED degree or a general MED degree. The following admissions policies apply to these MAT graduates only. All other MED policies apply to these students.

### Admission to the Program

The requirement for admission is completion of Westminster University's Master of Arts in Teaching degree with a cumulative GPA of 3.0. A candidate for admission must submit the following materials to the Admissions Office: A completed Application for Graduate Admission form with the application fee.

Westminster transcript showing successful completion of the Westminster University Master of Arts in Teaching degree with an overall GPA of 3.0. Upon completion of these steps, the individual's application materials are submitted to the Graduate Education Admissions Committee.

### MAT to Traditional MED

Requirement Description	Credit Hours	Prerequisites
<b>I. MAT Required Courses</b>	<b>9</b>	
MAT 600 Culture, Family and Community	3	
MAT 602 Foundations of Education in a Diverse Society	3	
MAT 605 Diversity and Learning	3	
<b>II. Elective Courses</b>	<b>15</b>	
Students may choose classes from the following:		
MED 613 Theories of Adult Learning and Development	3	
MED 615 Education, Schools and Politics	3	
MED 621 Foundations of Multilingual Education	3	
MED 622 Language Acquisition and Development	3	
MED 634 Teaching Adults	3	
MED 635 Adult Ed Program Planning & Evaluation	3	
MED 639 Neuroscience of Trauma	3	
MED 460 Trauma-informed Schools	3	
MED 641 Restorative Justice in Schools	3	
MED 642 Foundations of Restorative Justice	3	
MED 660 Directed Studies	1-3	
<b>III. Project</b>	<b>8</b>	
MED 650 Introduction to Research Methods	2	Consent of instructor
MED 679 Research Methodologies	3	MED 650
MED 680 Research Project	3	MED 679
<b>Total Hours for the MAT to Traditional MED</b>	<b>32</b>	

### MAT to MED with Trauma, Resilience, and Restorative Justice Emphasis

Requirement Description	Credit Hours	Prerequisites
<b>I. MAT Required Courses</b>	<b>9</b>	

Requirement Description	Credit Hours	Prerequisites
MAT 600 Culture, Family and Community	3	
MAT 602 Foundations of Education in a Diverse Society	3	
MAT 605 Diversity and Learning	3	
<b>II. Trauma and Restorative Justice Coursework</b>	<b>15</b>	
This program is designed for students who already hold Westminster's MAT degree and are seeking to become qualified as specialists within educational settings with expertise in trauma and restorative practices. Students must be admitted to the MED program.		
MED 639 Neuroscience of Trauma	3	
MED 640 Trauma-informed Schools	3	
MED 641 or MED 642 Restorative Justice in Schools or Foundations of Restorative Justice	3	
MED 643 Research in Risk and Resilience	3	
MED 644 Arts and Movement for Trauma	2	
MED 645 Self-Care for Secondary Trauma	1	
<b>III. Project</b>	<b>8</b>	
MED 650 Introduction to Research Methods	2	Consent of instructor
MED 679 Research Methodologies	3	MED 650
MED 680 Research Project	3	MED 679
<b>Total Hours for the MAT to MED with Trauma, Resilience, and Restorative Justice Emphasis</b>	<b>32</b>	

**MAT to MED with Teaching English to Speakers of Other Languages (TESOL) Endorsement with an MAT in Elementary Education**

Requirement Description	Credit Hours	Prerequisites
<b>I. MAT Required Courses</b>	<b>9</b>	
MAT 600 Culture, Family and Community	3	
MAT 602 Foundations of Education in a Diverse Society	3	
MAT 605 Diversity and Learning	3	
<b>II. English as a Second Language Endorsement (ESL)</b>	<b>15</b>	
This program is designed for students who already hold a teaching license and a bachelor's degree, and are seeking to become qualified to be a TESOL teacher at the elementary or secondary level. Students must be admitted to the MED program.		
MED 621 Foundations of Multilingual Education	3	
MED 622 Language Acquisition and Development	3	
MED 623 Instructional Methods for Diverse Language Learners	3	MED 622 as pre or co-requisite
MED 624 Content Instruction for Diverse Language Learners	3	MED 622

Requirement Description	Credit Hours	Prerequisites
MED 625 Assessment for Diverse Language Learners	3	MED 622
<b>III. Project</b>	<b>8</b>	
MED 650 Introduction to Research Methods	2	Consent of instructor
MED 679 Research Methodologies	3	MED 650
MED 680 Research Project	3	MED 679
<b>Total Hours for MAT to MED with Teaching English to Speakers of Other Languages (TESOL) Endorsement</b>	<b>32</b>	

**MAT to MED with Teaching English to Speakers of Other Languages (TESOL) Endorsement with an MAT in Secondary Education**

Requirement Description	Credit Hours	Prerequisites
<b>I. MAT Required Courses</b>	<b>9</b>	
MAT 600 Culture, Family and Community	3	
MAT 602 Foundations of Education in a Diverse Society	3	
MAT 605 Diversity and Learning	3	
<b>II. English as a Second Language Endorsement (ESL)</b>	<b>12</b>	
This program is designed for students who already hold a teaching license and a bachelor's degree, and are seeking to become qualified to be a TESOL teacher at the elementary or secondary level. Students must be admitted to the MED program.		
MED 621 Foundations of Multilingual Education	3	
MED 622 Language Acquisition and Development	3	
MED 623 Instructional Methods for Diverse Language Learners	3	MED 622 as pre or co-requisite
MED 625 Assessment for Diverse Language Learners	3	MED 622
<b>III. Elective Courses</b>	<b>3</b>	
Students choose an elective class from the following:		
MED 630 Literature and Info Texts K-12	3	
MED 634 Teaching Adults	3	
MED 635 Adult Ed Program Planning and Evaluation	3	
MED 639 Neuroscience of Trauma	3	
MED 640 Trauma-informed Schools	3	
MED 641 Restorative Justice in Schools	3	
MED 642 Foundations of Restorative Justice	3	Consent of instructor
<b>IV. Project</b>	<b>8</b>	
MED 650 Introduction to Research Methods	2	Consent of instructor

Requirement Description	Credit Hours	Prerequisites
MED 679 Research Methodologies	3	MED 650
MED 680 Research Project	3	MED 679
<b>Total Hours for the MAT to MED with Teaching English to Speakers of Other Languages (TESOL) Endorsement</b>	<b>32</b>	

## MASTER OF EDUCATION (MED.)

### Faculty

- Peggy Cain, Program Director

The Master of Education (M.Ed.) is a flexible degree enabling educators and future educators to develop their expertise in an area of interest. Students develop skills in the methods of teaching and deepen their understanding of crucial “why” questions in educational practice. Students research an area of interest through action research or a qualitative research project in order to improve their own practice as educators and contribute to the wider field of education.

### Philosophy Statement

The Master of Education (M.Ed.) degree program at Westminster University is committed to improving education through meaningful inquiry and innovative exploration of the connections between educational practice, values, and local/national/global contexts for learning. We emphasize a strong foundation in theory and active and engaged learning that incorporates students’ experiences.

The standards of the curriculum reflect the School of Education’s commitment to provide a well-rounded education congruent with the needs of master teachers and other instructional professionals. These standards include:

**Facilitating learning:** Students demonstrate foundational understandings of how people learn and demonstrate their skill at facilitating learning in a classroom, other teaching/learning setting, and/or through the creation of environments conducive to learning.

**Research:** Students will plan projects, search relevant professional databases, collect data through interviews and other applicable methods, analyze data, and complete and disseminate findings.

**Critical thinking:** Students will comprehensively explore issues, ideas, artifacts, events, and other positions, before accepting or formulating an opinion or conclusion.

**Creativity:** Students will combine or synthesize new ideas, practices, or expertise in original ways that are characterized by innovation, divergent thinking, and risk taking.

**Collaboration:** Students will demonstrate self-awareness, understanding of effective group dynamics, and project management skills.

**Communication:** Students will communicate ideas to audiences in oral, visual, and written forms to establish knowledge, to increase understanding, or to advocate for a particular position.

**Global Responsibility:** Students will (a) employ practices informed by social responsibility across the spectrum of differences and (b) demonstrate knowledge of and evaluate solutions for, educational challenges affecting local, regional, and global communities.

### Program Description

Those teaching adults or administering educational programs for adults may earn an Adult Learning Certificate. This coursework can emphasize higher education, corporate training and workplace learning, continuing professional education, educational policy-making, and other related areas.

Trauma, Resilience, and Restorative Justice track is valuable for any education-related professional who seeks to understand the impacts of trauma on people and how institutions can utilize restorative practices to create effective and healing learning environments.

Licensed K-12 educators can enhance their teaching effectiveness with an endorsement in Teaching English as a Second Language. Coursework for all endorsements and certificates taken for graduate credit counts toward an M.Ed.

**Note:** Should the Utah State Board of Education change its requirements for teaching endorsements, the Master of Education requirements will change accordingly.

Classes in the M.Ed. program provide active, hands-on opportunities to learn and connect course work to students’ teaching or work settings.

### Program Requirements

A minimum of 32 credit hours is required for graduation. A maximum of nine credit hours of graduate-level transcribed credit may be accepted from another accredited college or university. The accepted coursework must fall within the guidelines of Westminster’s Graduate Program in Education.

Although a minimum of 32 credit hours is required, students may desire, or need to complete, additional hours to enhance their graduate degree. Planning this graduate degree program is the responsibility of students in collaboration with their advisors.

Certain Master of Business Administration courses may meet graduate education program requirements. Students should consult with their education advisors for specific information and refer to the MBA sections of this catalog for course descriptions.

### Retention in the Program

School of Education courses may only be repeated once.

The student must:

- Design and file an acceptable program plan with the Director of the Master of Education program.
- Maintain a grade point average of 3.00. Courses in which a grade of C- or lower is awarded do not count toward graduation requirements. A grade of C- or lower in two courses will result in dismissal from the program. School of Education courses may only be repeated once; a grade of C- or lower on the retake will result in dismissal from the program. All courses must be taken for a letter grade.
- Complete the program within six years, or begin to lose credit for courses older than six years.

### Graduation Requirements

Candidates for graduation should apply to the Registrar’s Office approximately two regular semesters prior to planned completion of graduation requirements. Applications for December graduation are due in March and applications for May and August graduation are due in September. Please see the Academic Calendar for more specific dates. Candidates are notified of remaining degree requirements within four weeks after applying for graduation.

To be eligible for a master’s degree or graduate certificate, students must satisfy the following conditions:

- Meet all credit hour and other course requirements.
- Maintain an overall grade point average of 3.0 or above.
- Be enrolled at Westminster University during the semester in which they wish to graduate.
- Maintain good academic standing.
- Earn a grade of C or higher in all graduate courses.

**Note:** Only graduate-level coursework may be applied toward degree or certificate requirements. The final responsibility for being informed about, and adhering to, graduation requirements rests with the student.

### Program Structure

Students have multiple curricular options in the M.Ed. program. Graduation from the degree program requires a minimum of 32 credit hours for any option.

### Graduate Certificate in Teaching Adult and Higher Education

Requirement Description	Credit Hours	Prerequisites
<b>I. Required Courses</b>	<b>9</b>	
MED 613 Theories of Adult Learning	3	
MED 634 Teaching Adults	3	
MED 666 or MACOL 622 Online Teaching and Learning or Program Planning and Evaluation	3	
<b>Total Hours for the Graduate Certificate in Adult and Higher Education</b>	<b>9</b>	

### Graduate Certificate in Teaching English to Multilingual Learners

Requirement Description	Credit Hours	Prerequisites
<b>I. Required Courses</b>	<b>15</b>	
MED 620 Multilingual Learners, Family, and Community	3	
MED 622 Language Acquisition	3	
MED 623 Instructional Methods for Multilingual Learners	3	
MED 624 Content Instruction for Multilingual Learners	3	
MED 625 Assessment for Multilingual Learners	3	
<b>Total Hours for the Graduate Certificate in Teaching English to Multilingual Learners</b>	<b>15</b>	

### Graduate Certificate in Trauma-Responsive Education

The Graduate Certificate in Trauma-Responsive Education requires 9 graduate semester hours.



Requirement Description	Credit Hours	Prerequisites
<b>I. Required Certificate Courses</b>	<b>9</b>	
MED 639 Neuroscience of Trauma	3	
MED 640 Trauma-informed Schools	3	
MED 641 or MED 642 Restorative Justice in Schools or Foundations of Restorative Justice	3	
<b>Total Hours for the Graduate Certificate in Trauma-Responsive Education</b>	<b>9</b>	

## Master of Education

Requirement Description	Credit Hours	Prerequisites
<b>I. Core Course</b>	<b>3</b>	
MED 610 or MED 670 Sociocultural Contexts for Learning or Adult Ed Foundations & Futures	3	
<b>II. Elective Courses</b>	<b>21</b>	
Students may choose classes from the following:		
MED 608 Special Topics	3	
MED 610 Sociocultural Contexts for Learning	3	
MED 613 Theories of Adult Learning	3	
MED 615 Education, Schools and Politics	3	
MED 620 Multilingual Learners, Family, and Community	3	
MED 621 Foundations of Multilingual Education	3	
MED 622 Language Acquisition and Development	3	
MED 630 Children's/Adolescent Literature	3	
MED 634 Teaching Adults	3	
MED 635 Adult Ed Program Planning & Evaluation	3	
MED 652 Globalization of Education	3	
MED 653 Indigenous Knowledge and Lifeways	3	consent of instructor
MED 660 Directed Studies	1-3	consent of instructor
MED 661 Corporate Training & Workplace Learning	3	
MED 665 Educational research Extension	1	
MED 666 Serious Gaming and Gamification	3	
MED 667 Online Teaching and Leadership	3	
MED 639 Neuroscience of Trauma	3	
MED 640 Trauma-informed Schools	3	
MED 641 Restorative Justice in Schools	3	
MED 642 Foundations of Restorative Justice	3	
MED 673 Internship/Teaching Practicum	1-3	
MACOL 622 Program Planning & Evaluation	3	
<b>III. Project</b>	<b>8</b>	

Requirement Description	Credit Hours	Prerequisites
MED 650 Introduction to Research Methods	2	consent of instructor
MED 679 Research Methodologies	3	MED 650
MED 680 Research Project	3	MED 679
<b>Total Hours for the Master of Education</b>	<b>32</b>	

### Teaching English to Speakers of Other Languages Endorsement with Master of Education

Requirement Description	Credit Hours	Prerequisites
<b>I. Teaching English to Speakers of Other Languages (TESOL)</b>	<b>18</b>	
<p>This program is designed for students who already hold a teaching license and a bachelor's degree, and are seeking to become qualified to be a TESOL teacher at the elementary or secondary level. Students must be admitted to the MED program.</p> <p>MED 620 Multilingual Learners, Family, and Community</p> <p>MED 621 Foundations of Multilingual Education</p> <p>MED 622 Language Acquisition and Development</p> <p>MED 623 Instructional Methods for Multilingual Language Learners</p> <p>MED 624 Content Instruction for Multilingual Language Learners</p> <p>MED 625 Assessment for Multilingual Language Learners</p>	<p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p>	<p>MED 622 as pre or co-requisite</p> <p>MED 622</p> <p>MED 622</p>
<b>II. Core Course</b>	<b>3</b>	
MED 610 or MED 670 Sociocultural Contexts for Learning or Adult Ed Foundations & Futures	3	
<b>III. Elective Course</b>	<b>3</b>	
<p>Students may choose classes from the following:</p> <p>MED 610 Sociocultural Contexts for Learning</p> <p>MED 613 Theories of Adult Learning</p> <p>MED 615 Education, Schools and Politics</p> <p>MED 630 Literature and Info Texts K-12</p> <p>MED 634 Teaching Adults</p> <p>MED 635 Adult Ed Program Planning and Evaluation</p> <p>MED 652 Globalization of Education</p> <p>MED 653 Indigenous Knowledge and Lifeways</p> <p>MED 660 Directed Studies</p> <p>MED 665 Educational Research Extension</p> <p>MED 639 Neuroscience of Trauma</p> <p>MED 640 Trauma-informed Schools</p> <p>MED 641 Restorative Justice in Schools</p> <p>MED 642 Foundations of Restorative Justice</p>	<p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>1-3</p> <p>1</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p>	

Requirement Description	Credit Hours	Prerequisites
MACOL 622 Program Planning and Evaluation	3	
<b>IV. Project</b>	<b>8</b>	
MED 650 Introduction to Research Methods	2	consent of instructor
MED 679 Research Methodologies	3	MED 650
MED 680 Research Project	3	MED 679
<b>Total Hours for the Teaching English as a Second Language Endorsement with Master of Education</b>	<b>32</b>	

**Recommended Plan of Study for Teaching English to Speakers of Other Languages Endorsement with Master of Education**

	Fall Semester	Spring Semester	Summer Semester
Year 1	MED 620 MED 621	MED 622 MED 623	MED 650 Elective
Year 2	MED 679 MED 624 MED 625	MED 680 MED 610	

**Adult Learning Certificate followed by completion of Master of Education**

Requirement Description	Credit Hours	Prerequisites
<b>I. Adult Learning Certificate (ALC)</b>	<b>15</b>	
This program is designed for students who already hold a bachelor's degree, and are seeking to become qualified as specialists with a broad knowledge of adult learning. This is particularly suited to those in educational or training positions who work directly with adults. Students must be admitted to the MED program.		
MED 670 Adult Education Foundations and Futures	3	
MED 613 Theories of Adult Learning and Development	3	
MED 634 Teaching Adults	3	
MED 635 or MACOL 622 Adult Education Program Planning and Evaluation or Program Planning and Evaluation	3	
MED 667 Online Teaching and Learning	3	
<b>II. Elective Courses</b>	<b>9</b>	
Students may choose classes from the following:		
MED 608 Special Topics	3	
MED 610 Sociocultural Contexts for Learning	3	
MED 615 Education, Schools and Politics	3	
MED 622 Language Acquisition and Development	3	
MED 652 Globalization of Education	3	
MED 653 Indigenous Knowledges & Lifeways	3	
MED 660 Directed Studies	1-3	consent of instructor

Requirement Description	Credit Hours	Prerequisites
MED 661 Corporate Training & Workplace Learning	3	
MED 665 Educational Research Extension	1	
MED 666 Serious Gaming and Gamification	3	
MED 667 Online Teaching and Learning	3	
MED 668 Instructional Design Foundations	3	
MED 673 Internship/Teaching Practicum	1-3	
MED 639 Neuroscience of Trauma	3	
MED 640 Trauma-informed Schools	3	
MED 641 Restorative Justice in Schools	3	
MED 642 Foundations of Restorative Justice	3	
<b>III. Project</b>	<b>8</b>	
MED 650 Introduction to Research Methods	2	consent of instructor
MED 679 Research Methodologies	3	MED 650
MED 680 Research Project	3	MED 679
<b>Total Hours for the Adult Learning Certificate followed by completion of Master of Education</b>	<b>32</b>	

**Recommended Plan of Study for Adult Learning Certificate followed by completion of Master of Education**

	Fall Semester	Spring Semester	Summer Semester
Year 1	MED 613 MACOL 622	MED 634 MED 670	MED 667 MED 650 1 elective
Year 2	MED 679 1 elective	MED 680 1 elective	

**Trauma, Resilience, and Restorative Justice followed by completion of Master of Education**

Requirement Description	Credit Hours	Prerequisites
<b>I. Trauma and Restorative Justice Core</b>	<b>15</b>	
This program is designed for students who already hold a bachelor's degree, and are seeking to become qualified as specialists within educational settings with expertise in trauma and restorative practices. Students must be admitted to the MED program.		
MED 639 Neuroscience of Trauma	3	
MED 640 Trauma-informed Schools	3	
MED 641 or MED 642 Restorative Justice in Schools or Foundations of Restorative Justice	3	
MED 643 Research in Risk and Resilience	3	
MED 644 Arts and Movement for Trauma	2	
MED 645 Self-Care for Secondary Trauma	1	
<b>II. Elective Courses</b>	<b>9</b>	
Students may choose classes from the following:		
MED 608 Special Topics	3	

Requirement Description	Credit Hours	Prerequisites
MED 610 Sociocultural Contexts for Learning	3	consent of instructor
MED 615 Education, Schools and Politics	3	
MED 653 Indigenous Knowledges & Lifeways	3	
MED 660 Directed Studies	1-3	
MED 665 Educational Research Extension	1	
MED 673 Internship/Teaching Practicum	1-3	
MED 647 Juvenile Justice	3	
MED 648 Advocacy Under the Dome	3	
MED 646 Writing for Trauma Healing	1	
MED 641 Restorative Justice in Schools	3	
MED 642 Foundations of Restorative Justice	3	
MED 649 Community Justice	3	
MED 638 Justice in Everyday Life	3	
MACOL 618 Facilitation & Negotiation	1	
MACOL 622 Program Planning and Evaluation	3	
MACOL 624 Leadership, Conflict and Change	2	
MPH 530 Principles of Epidemiology	3	
MPH 630 Statistical Methods in Public Health	3	
<b>III. Project</b>	<b>8</b>	
MED 650 Introduction to Research Methods	2	consent of instructor
MED 679 Research Methodologies	3	MED 650
MED 680 Research Project	3	MED 679
<b>Total Hours for the Trauma, Resilience and Restorative Justice followed by completion of Master of Education</b>	<b>32</b>	

# SCHOOL OF NURSING AND HEALTH SCIENCES PROGRAMS

## DOCTOR OF NURSING PRACTICE (DNP)

### Faculty

- **Ronda Lucey**, Program Director
- **Sheryl Steadman**, Dean

### Mission

The post-graduate Doctor of Nursing Practice (DNP) program is designed to prepare graduates with advanced skills, and abilities that are important to clinical practice; including an increased knowledge in leadership, clinical experience, and the business of health. Graduates are prepared for a variety of nursing practice roles and equipped with the abilities to assume leadership roles within complex healthcare organizations.

The post-graduate DNP program will use a hybrid executive format model similar to other graduate programs at Westminster University. Nationally recognized standards and competencies were used to develop the curriculum which will integrate online learning with traditional residency learning. The curriculum consists of 32 credit hours offered over 3 full-time semesters (6 part-time semesters) and taught by qualified faculty from a variety of disciplines. A doctorate level scholarly project will be required to demonstrate the student's ability to synthesize doctoral level concepts presented throughout the program.

### Program Goals

- Prepare advanced nursing practice leaders to analyze and evaluate scientific knowledge to improve outcomes and ensure quality in health care systems.
- Prepare advanced nursing practice leaders in the education of social justice and to promote culturally relevant health care to reduce health disparities.
- Prepare advanced nursing practice leaders to utilize technology and information literacy to improve health care.
- Prepare advanced nursing practice leaders with increased knowledge, skills, and expertise in communication, scientific foundations, leadership, and health care systems.

### Program Objectives

Graduates of the program will be able to:

- Demonstrate leadership to influence healthcare policy, regulation, financing, ethics, and delivery.
- Influence health and social policy for diverse populations resulting in improved access and quality of care in systems.
- Evaluate and implement current research to guide evidence-based patient care across populations.
- Integrate appropriate technologies for knowledge management to improve health care.
- Apply knowledge of organizational practices, complex systems, and collaboration to improve health care delivery.
- Evaluate the ethical consequences of decisions.

### Program Requirements

- Students must enter with an Advanced Practice Registered Nurse (APRN) degree at the master's level from a regionally accredited graduate program. (Master's program must include advanced pathophysiology, advanced health assessment, and advanced pharmacology.)
- 1000 clinical hours are required for degree.
  - Students may transfer in 700 clinical hours from their master's program.
  - At least 300 doctoral level clinical hours are required regardless of number of clinical hours in master's program.
  - Additional clinical hours may be required if total clinical hours in NP program was less than 700.
- A total of 7 credit hours will be required for completion of the scholarly project development/scholarly project.
- Students must earn at least a B grade in all courses to continue progression in program.
- A minimum of 32 semester hours is required for graduation. The acceptance of transfer credit, up to 9 hours, is individually evaluated. The minimum number of clinical practice hours for the program is 300 hours.

Requirement Description	Credit Hours	Prerequisites
<b>I. Required Courses</b>	<b>32</b>	
DNP 710 Epidemiology/Population Health	3	
DNP 715 Health Care Policy and Economics in Clinical Practice	3	
DNP 720 Evidence-Based Nursing Practice: Theory, Design & Methods	3	
DNP 725 Leadership and Role Development in Advanced Nursing Practice	3	
DNP 730 Advanced Statistics for Clinical Practice (Biostatistics)	3	
DNP 740 Advanced Theory and Ethical Issues in Advanced Nursing Practice	3	
DNP 745 Informatics in Health Care Systems	3	

Requirement Description	Credit Hours	Prerequisites
DNP 750 Quality and Safety Across Healthcare Settings	3	
DNP 760 Scholarly Project Development	2	
DNP 765 Scholarly Project II	3	DNP 760
DNP 770 Scholarly Project III	3	DNP 765
DNP 799 DNP Continuing Registration	0	
<b>Total Hours for Post Graduate DNP Program</b>	<b>32</b>	

### Recommended Plan of Study

	Fall Semester	Spring Semester	Summer Semester
Year 1	DNP 740 (3) DNP 730 (3) DNP 720 (3) DNP 760 (2)	DNP 715 (3) DNP 710 (3) DNP 765 (3) DNP 750 (3)	DNP 745 (3) DNP 725 (3) DNP 770 (3)

### Recommended Part-Time Plan of Study

	Fall Semester	Spring Semester	Summer Semester
Year 1	DNP 730 (3) DNP 740 (3)	DNP 710 (3) DNP 715 (3)	DNP 725 (3) DNP 745 (3)
Year 2	DNP 720 (3) DNP 760 (2)	DNP 750 (3) DNP 765 (3)	DNP 770 (3)

## DOCTOR OF NURSING PRACTICE - NURSE ANESTHESIA (DNP-NA)

### Faculty

- **Sheryl Steadman**, Dean
- **Daniel Bunker**, Associate Professor, Program Director
- **Ted Morris**, Assistant Professor
- **Art Shimata**, Professor
- **James Stimpson**, Professor
- **Chris Torman**, Associate Professor, Assistant Program Director

### Mission

The mission of the Doctor of Nursing Practice-Nurse Anesthesia program at Westminster University is to provide an academic environment which allows nurse anesthesia students to master the intellectual and technical skills required to become competent in the safe administration of anesthesia. The program accomplishes this by admitting a select group of experienced, graduate level nurses and then providing them with the highest level of didactic instruction, anesthesia simulation, and clinical site experiences. Our nurse anesthesia graduates develop life-long critical thinking skills and the professionalism needed to become compassionate, patient-centered anesthesia providers. We are committed to upholding the standards set forth by the American Association of Nurse Anesthetists (AANA) and the Council on Accreditation (COA) to produce skilled nurse anesthetists who are qualified to sit for the National Board of Certification and Recertification of Nurse Anesthetists (NBCRNA) Examination. By this educational endeavor, it is the mission of the DNP-NA program at Westminster University to contribute to filling the urban and rural community needs for anesthesia providers.

### Program Outcomes

A graduate of the DNP-NA program:

- Evaluates delivery of a safe anesthetic with vigilant protection of the patient and prevention of complications.
- Develops individualized perianesthetic care throughout anesthetic continuum to patients of all ages and physical conditions.
- Integrates skill and knowledge necessary to function as a resource person for airway and ventilator management of patients in a variety of settings.
- Utilizes critical thinking, decision making, and the application of sound principles and evidence-based research in practice.
- Applies mastery of anesthesia concepts and skills by passing the NBCRNA certification examination.
- Develops verbal, nonverbal, and written communication necessary to influence patient care.
- Integrates professional attributes necessary to accept responsibility and accountability of a new anesthesia practice.
- Proposes politically active advancements in nurse anesthesia.

### Progression in the Program

The student must:

- Receive a grade of 82% or higher in all DNP-NA courses.
- Maintain a current, unencumbered RN license.
- Complete the program within four years of initial admission date.
- Complete doctoral level project by the deadline assigned by course faculty.
- Maintain a background check free of arrest and/or criminal history. Report any criminal arrests and/or criminal incidents within 24 hours to the Program Director.
- Maintain a negative drug screen. Report any change or prescribed use of mind-altering substances, including narcotics, within 24 hours to the Program Director.
- Remain in good standing at clinical sites.

## Graduation Requirements

To be eligible for a doctoral degree, students must satisfy the following conditions:

- Meet all credit hour and other course requirements.
- Be enrolled at Westminster University during the semester in which they wish to graduate.
- Earn a grade of 82% or higher in all DNP-NA courses.
- Earn an average clinical score greater than 3.0 on daily and term evaluations.

**Note:** Only upper-level coursework may be applied toward degree requirements. Please note that the program requires that students must earn a grade of B (82%) or higher in all program courses to qualify for graduation, regardless of their cumulative GPA. The final responsibility for being informed about, and adhering to, graduation requirements rests with the individual. Continued communication with the faculty advisor is recommended.

## Program Requirements

A minimum of 90 credit hours is required for graduation. Clinical cases must include all minimum numbers as directed by the Council on Accreditation. Please see the DNP-NA Student Handbook for specific information regarding clinical cases.

Requirement Description	Credit Hours	Prerequisites
<b>I. Required Courses</b>	<b>90</b>	
DNPNA 710 Epidemiology/Population Health	3	
DNPNA 715 Healthcare Policy & Economics	3	
DNPNA 720 Evidence-Based Practice	3	
DNPNA 725 Leadership & Role Development	3	
DNPNA 730 Advanced Statistics for Clinical Practice	3	
DNPNA 731 Advanced Health Assessment	3	
DNPNA 732 Gross Anatomy	3	
DNPNA 733 Research Methods	2	
DNPNA 734 Chemistry & Physics	2	
DNPNA 740 Advanced Theory & Ethical Issues	3	
DNPNA 745 Informatics in Health Care Systems	3	
DNPNA 750 Quality and Safety	3	
DNPNA 760 Legal Concerns	2	
DNPNA 811 Advanced Physiology	4	
DNPNA 812 Advanced Pharmacology I	4	
DNPNA 813 Anesthesia Principles I	2	
DNPNA 814 Anesthesia Simulation I	2	
DNPNA 821 Advanced Pathophysiology	4	
DNPNA 822 Advanced Pharmacology II	3	
DNPNA 823 Anesthesia Principles II	3	
DNPNA 824 Anesthesia Simulation II	2	
DNPNA 831 Anesthesia Seminar I	1	
DNPNA 832 Advanced Anesthesia Principles I	2	
DNPNA 833 Clinical Practicum I	4	



Requirement Description	Credit Hours	Prerequisites
DNPNA 911 Anesthesia Seminar II	1	
DNPNA 912 Advanced Principles of Anesthesia II	2	
DNPNA 913 Research Practicum I	1	
DNPNA 914 Clinical Practicum II	4	
DNPNA 921 Anesthesia Seminar III	1	
DNPNA 922 Advanced Anesthesia Principles III	1	
DNPNA 923 Research Practicum II	2	
DNPNA 924 Clinical Research Practicum III	4	
DNPNA 931 Anesthesia Seminar IV	1	
DNPNA 932 Advanced Anesthesia Principles IV	1	
DNPNA 933 NCE Review	1	
DNPNA 934 Clinical Practicum IV	4	
<b>Total Hours for the Program</b>	<b>90</b>	

## Recommended Plan of Study

## MASTER OF PUBLIC HEALTH (MPH) AND GRADUATE CERTIFICATE IN PUBLIC HEALTH

### Faculty

- **Sheryl Steadman**, Dean
- **John Contreras**, Professor, Program Director
- **Han Kim**, Professor
- **Colette McAfee**, Associate Professor
- **Rachel Myrer**, Assistant Professor

### Mission

To prepare future public health leaders with the skills required to address today's population health challenges through the provision of high-quality teaching and mentoring, scholarly activities, service, and community-based projects, and to promote, protect communities, and prevent adverse health events and illness.

### Vision

The program's vision is to seek to be a premier academic resource for public health education, research, and evidence-based practice. Inspired students committed to creating conditions under which people can be healthy.

### Program Outcomes

Graduates of the MPH program will be prepared to:

- Assess, monitor, and review the health status of populations and their related determinants of health and illness.
- Demonstrate the ability to utilize the proper statistical and epidemiologic tools to assess community needs and program outcomes.
- Interpret quantitative and qualitative data.
- Use methods and instruments for collecting valid and reliable quantitative and qualitative data.
- Identify and prioritize the key dimensions of a public health problem by critically assessing public health literature—both quantitative and qualitative sources.
- Describe the direct and indirect human, ecological, and safety effects of major environmental and occupational agents.
- Determine approaches for assessing, preventing, and controlling environmental hazards that pose risks to human health and safety.
- Identify the causes of social and behavioral factors that affect the health of individuals and populations.
- Apply theoretical constructs of social and health behavior in planning community interventions.
- Articulate the relationship between health care delivery and financing, public health systems, and public policy.
- Apply the principles of program planning, development, budgeting, management, and evaluation in public health organizations and initiatives.
- Function as collaborators on public health projects with the ability to assume leadership roles effectively.
- Identify and apply ethical, moral, and legal principles in all aspects of public health practice.
- Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.
- Apply evidence-based principles and the scientific knowledge base to develop evaluation methods and critically evaluate public health program outcomes.
- Effectively communicate public health messages to a variety of audiences from professionals to the general public.

## Progression in the Program

A student in the MPH program must:

- Have completed a bachelor's degree
- Receive a grade of B or higher in all courses
- Complete the master's degree in 4 years from the time of initial admission. Students are encouraged to complete the degree in the 10-month cohort schedule
- Complete all master's project requirements according to identified time schedules

A student in the Graduate Certificate in Public Health (Cert.PH) program must:

- Have completed a bachelor's degree
- Receive a grade of B or higher in all courses
- Complete the certificate in 2 years from the time of initial admission

## 10-Month Program Format

The MPH 10-month program is designed for working public health and health care professionals who desire to acquire the knowledge and skills that will help them advance in public health leadership positions. The program runs from August through June each year. Courses are offered in a worker friendly hybrid format. The in-class meetings are on Fridays and also online (synchronous). There are five blocks (eight weeks each) that cover three semesters (fall, spring, and summer). Thus, earning an MPH degree in as little as three semesters.

## Graduation Requirements

To be eligible for a MPH degree or Graduate Certificate in Public Health (Cert.PH), students must satisfy the following conditions to qualify for graduation from Westminster University:

- Meet all credit hour and other course requirements
- Be enrolled at Westminster during the semester in which they wish to graduate
- Maintain good academic standing
- Earn a grade of B or higher in all graduate courses

**Note:** The program requires that students must earn a grade of B or higher in all graduate courses to qualify for graduation, regardless of their cumulative GPA. The final responsibility for being informed about, and adhering to, graduation requirements rests with the individual. Continued communication with the faculty advisor is recommended.

## Program Requirements

Requirement Description	Credit Hours	Prerequisites
<b>I. Core Courses</b>	<b>39</b>	
MPH 500 Principles of Public Health and Health Promotion	3	
MPH 510 Social and Behavioral Sciences in Public Health	3	
MPH 520 Environmental Health	3	
MPH 530 Principles of Epidemiology	3	
MPH 540 Health Policy and Management	3	
MPH 600 Public Health Ethics and Leadership	3	
MPH 621 Practicum I	3	MPH 510, 530, 540, 630
MPH 622 Practicum II	3	MPH 510, 530, 540, 630
MPH 630 Statistical Methods for Public Health	3	
MPH 635 Capstone I: Research Design & Statistical Analysis	3	MPH 500, 510, 530, 540, 630
MPH 640 Program Planning and Evaluation	3	MPH 510, 530, 540, 630
MPH 690A Capstone II A Research Project	3	MPH 500, 510, 520, 530, 540, 600, 630, 635
MPH 690B Capstone II B Research Project	3	MPH 500, 510, 520, 530, 540, 600, 630, 635

Requirement Description	Credit Hours	Prerequisites
<b>II. Elective Courses</b>	<b>6</b>	
MPH 555 Global Health	3	
MPH 575 Introduction to SAS Programming	3	
MPH 645C Health Disparities	3	
MPH 645D Emergency Preparedness	3	
MPH 645E Violence and Public Health	3	
MPH 645G Health Informatics	3	
MPH 645J Statistical Programming in R	3	
MPH 655 Infectious Disease Epidemiology	3	
Other elective courses must be approved by the MPH director		
<b>Total hours for the MPH Program</b>	<b>45</b>	

**Recommended Plan of Study for Master of Public Health**

	Fall Semester	Spring Semester	Summer Semester
MPH 10 (10-month program)	<b>Block 1</b> MPH 500 (3) MPH 510 (3) MPH 630 (3)  <b>Block 2</b> MPH 520 (3) MPH 530 (3) MPH 540 (3)	<b>Block 3</b> MPH 640 (3) MPH 600 (3) MPH 635 (3)  <b>Block 4</b> MPH 690A (3) MPH 645 Elective (3) MPH 621 (3)	<b>Block 5</b> MPH 690B (3) MPH 645 Elective (3) MPH 622 (3)

**Graduate Certificate in Public Health Program Requirements**

The Graduate Certificate in Public Health (Cert.PH) provides formal education for those who are currently working in the public health arena or those interested in public health. Students who want to continue to pursue their education in public health will be permitted to apply certificate credits towards Westminster University's MPH degree with approval from the MPH director. The certificate program runs from August to December.

Requirement Description	Credit Hours	Prerequisites
<b>I. Required Courses</b>	<b>18</b>	
MPH 500 Principles of Public Health and Health Promotion	3	
MPH 510 Social and Behavioral Sciences in Public Health	3	
MPH 520 Environmental Health	3	
MPH 530 Principles of Epidemiology	3	
MPH 540 Health Policy and Management	3	
MPH 630 Statistical Methods of Public Health	3	
<b>Total Hours for the Graduate Certificate in Public Health (Cert.PH)</b>	<b>18</b>	

**MASTER OF SCIENCE IN CLINICAL MENTAL HEALTH COUNSELING**

## Faculty

- Katie Cristensen, PhD
- Patrick McMillion, PhD
- Janine Wanlass, PhD (Chair)

## Program Mission

The Masters in Clinical Mental Health Counseling program at Westminster University educates students in the fundamentals of counseling theory and practice in an experiential and interpersonal learning environment that facilitates personal and professional growth. Our aim is to train professional counselors with a sound basis in ethical behavior, psychological theories, and professional counseling skills, creating a knowledge base and capacity for thinking that can be translated into effective counseling practice with individuals, families, and groups from diverse backgrounds. We strive to guide our students to become more self-aware and self-reflective as they hone their intellectual and emotional skills. We encourage critical thinking, emphasize professional honesty and integrity, and foster a commitment to providing services to local communities.

## Program Objectives

The program of study is designed to develop a student's ability to:

- Understand counselor professional identity and demonstrate skill in applying ethical and legal considerations in professional counseling.
- Demonstrate the awareness, knowledge, and skills to counsel clients from diverse backgrounds.
- Apply theories of human development to clients' needs and issues.
- Have knowledge of career assessment and planning principles and theories.
- Demonstrate skills necessary to be an effective counselor while applying a theoretical approach.
- Demonstrate knowledge and skills to facilitate psychoeducational and process groups.
- Competently select and interpret assessment measures (i.e., academic/educational, career, personality, diagnostic, and developmental).
- Critically evaluate research in a manner that informs counseling practice.
- Demonstrate the knowledge and ability to diagnose and design treatment plans for a broad range of mental health issues.
- Engage in critical thinking and demonstrate a heightened sense of self-awareness in the counseling role.

## Retention in the Program

The student must:

- Maintain a grade point average of 3.0. If the student receives a grade of C+ or lower in any course, the credit hours for this course do not count toward graduation requirements and must be repeated.
- Pass comprehensive exam (60%) and write an acceptable case conceptualization of a client in the third year of study.
- Complete the program within 5 years.
- Comply with ethical standards for counselors (ACA, ACMHCA codes) and all policies for practicum students, interns, or employees at community clinical placements. Failure to do so may result in suspension or dismissal from the program.

## Program Probation and Dismissal Policy

A student may receive a practicum/internship/classroom warning of program probationary status at any time during a field or classroom experience if the instructor determines that the student's performance is unsatisfactory. The written warning will outline what the student must do to meet the course or program requirements. Program probation will be removed if the student is able to satisfy the conditions listed in the written warning; however, any program probationary status will be documented in the student's record. A student can be dismissed from the Masters in Professional Counseling program for any of the following reasons:

- Violation of the academic honesty policy.
- Violation of the ethical code for counselors.
- Failure to maintain a GPA appropriate for the program.
- A documented pattern of unprofessional behavior in the classroom or clinical setting.
- A documented violation of agency policy or procedures in a clinical placement.

## Graduation Requirements

To be eligible for a master's degree or graduate certificate, students must satisfy the following conditions:

- Meet all credit hour and other course requirements.
- Maintain an overall grade point average of 3.0 or above.
- Be enrolled at Westminster University during the semester in which they wish to graduate.
- Maintain good academic standing.
- Earn a grade of B- or higher in all graduate courses.

**Note:** Only graduate-level coursework may be applied toward degree or certificate requirements. The final responsibility for being informed about, and adhering to, graduation requirements rests with the individual student.

## Program Requirements

Students must complete at least 60 hours of graduate course work drawn from the following:

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	48	

Requirement Description	Credit Hours	Prerequisites
CCE 605 Seminar in Professional Counseling Roles	1	
CCE 610 Counseling Ethics	3	
CCE 612 Statistics and Research Methods	3	
CCE 614 Psychopathology and the DSM	3	
CCE 617 Individual Counseling I	3	
CCE 619 Individual Counseling II	3	
CCE 621 Human Growth and Development	3	
CCE 628 Group Counseling	3	
CCE 633 Child and Family Counseling	3	
CCE 636 Clinical Assessment	3	
CCE 639 Multicultural Counseling	3	
CCE 640 Counseling Practicum	3	
CCE 642 Substance Abuse Counseling	3	
CCE 643 Trauma and Crisis Counseling	3	
CCE 645 Career Counseling and Development	3	
Take 3 credits from the following:		
CCE 660 Internship I	1-3	
Take 3 credits from the following:		
CCE 661 Internship II	1-3	
<b>II. Counseling Theory Courses</b>	<b>6</b>	
Take two out of the following four courses:		
CCE 630 Applications of Humanistic/Existential Theory	3	
CCE 631 Applications of Cognitive Behavioral Theory	3	
CCE 632 Applications of Family Systems Theory	3	
CCE 644 Applications of Psychodynamic Theory	3	
<b>III. Elective Courses</b>	<b>6</b>	
Take two Special Topics courses.		
CCE 650 Special Topics Seminars	3	
<b>Total Hours For The MSCMHC Degree</b>	<b>61</b>	

All courses are required other than the choice among theory courses where students can select two of the four and elective courses, where students must take six credit hours from options provided.

Students are required to take and pass comprehensive exams prior to April 1st of their third year. Students should be aware that completion of this program satisfies all academic requirements for licensure in Utah as an associate clinical mental health counselor. Additional clinical practice hours are needed to meet Utah's full licensure requirements, which can occur after a period of not less than 2 years (3,000 hours).

## Recommended Plan of Study

	Fall Semester	Spring Semester
Year 1	CCE 605 Professional Roles CCE 610 Counseling Ethics CCE 612 Stats & Research Methods CCE 617 Individual Counseling I CCE 621 Human Growth & Dev	CCE 619 Individual Counseling II CCE 628 Group Counseling CCE 614 Psychopathology and the DSM CCE 633 Child and Family Counseling
Year 2	CCE 636 Clinical Assessment CCE 639 Multicultural Counseling CCE 642 Substance Abuse Counseling CCE 640 or 643 Counseling Practicum or Trauma & Crisis Counseling	CCE 650 Special Topics in Counseling (Choose an elective) CCE 640 or 643 Counseling Practicum or Trauma & Crisis Counseling <i>Two of the following:</i> CCE 630 Applications of Humanistic/Existential Theory CCE 631 Applications of Cognitive Behavioral Theory CCE 632 Applications of Family Systems Theory CCE 644 Applications of Psychodynamic Theory
Year 3	CCE 645 Career Counseling and Development CCE 660 Internship I	CCE 650 Special Topics in Counseling (Choose an elective) CCE 661 Internship II

Some students enter the MSCMHC program only to learn that while they love the study of counseling, they no longer desire to practice. For those students who seek an education in the applications of psychology but who choose not to seek licensure, the Master of Applied Psychology is a degree option. At the end of the first and second years of academic study in the graduate program, students and faculty determine if a student will graduate from the MAP program or the MSCMHC program.

## Master of Science in Applied Psychology

Students may wish to pursue the Master of Science in Applied Psychology if they have an interest in understanding human behavior and how change occurs within a treatment context but do not have a wish to practice as a licensed counselor. For example, a student may wish to work in an administrative capacity in a human or social service agency or non-profit. Perhaps one aspires to head an HR/EAP program or run a for-profit residential treatment center, and while the student does not wish to provide direct services to clients, the student wants a deep understanding of best practices within the fields of psychology and counseling.

### Program Goals

- Demonstrate knowledge of how psychological and counseling theories are applied in human and social services
- Prepare students for administrative or staff positions within social services agencies
- Understand how theories of human development, psychology, and counseling are used to promote health and change in individuals and groups

### Program Requirements

Students must complete at least 45-48 hours of graduate course work drawn from the following:

Requirement Description	Credit Hours	Prerequisites
<b>I. Required Courses</b>	<b>36</b>	
CCE 605 Seminar in Professional Roles I	1	
CCE 610 Counseling Ethics	3	
CCE 612 Statistics and Research Methods	3	
CCE 614 Psychopathology and the DSM	3	
CCE 617 Individual Counseling I	3	
CCE 619 Individual Counseling II	2	
CCE 621 Human Growth and Development	3	
CCE 628 Group Counseling	3	
CCE 633 Child and Family Counseling	3	
CCE 636 Clinical Assessment	3	
CCE 639 Multicultural Counseling	3	
CCE 642 Substance Abuse Counseling	3	
CCE 643 Trauma & Crisis Counseling	3	

Requirement Description	Credit Hours	Prerequisites
<b>II. Counseling Theory Courses</b>	<b>3</b>	
Take one out of the following four courses: CCE 630 Applications of Humanistic/Existential Theory CCE 631 Applications of Cognitive Behavioral Theory CCE 632 Applications of Family Systems Theory CCE 644 Applications of Psychodynamic Theory	3 3 3 3	
<b>III. Elective Courses</b>	<b>6</b>	
Take two Special Topics courses. CCE 650 Special Topics	3	
<b>Total Hours for the MS in Applied Psychology</b>	<b>45</b>	

### Recommended Plan of Study for MS in Applied Psychology

	Fall Semester	Spring Semester
Year 1	CCE 605 Seminar in Professional Roles I CCE 610 Counseling Ethics CCE 612 Statistics & Research Methods CCE 617 Individual Counseling I CCE 621 Human Growth & Development	CCE 619 Individual Counseling II CCE 628 Group Counseling CCE 614 Psychopathology and the DSM CCE 633 Child and Family Counseling
Year 2	CCE 636 Clinical Assessment CCE 639 Multicultural Counseling CCE 642 Substance Abuse Counseling CCE 643 Trauma and Crisis Counseling	Choose one Counseling Theory course from: <i>CCE 630 Humanistic/Existential Theory</i> <i>CCE 631 Cognitive Behavioral Theory</i> <i>CCE 632 Family Systems Theory</i> <i>CCE 644 Psychodynamic Theory</i> CCE 650 Special Topics in Counseling (take two)

### Graduate Certificate in Adventure Therapy

#### Faculty

- Patrick McMillion, PhD

#### Program Goals

- Students will develop a foundational knowledge of the distinct elements of adventure therapy, including history, interventions, theories, and models.
- Students will examine sociocultural/environmental implications of adventure therapy, emphasizing principles diversity, equity, and inclusion; as well as environmental ethics and justice.
- Students will learn and apply various models of client assessment, incorporating relevant learning into clinical practice and risk management.
- Students will demonstrate knowledge of and adherence to accepted standards of professionalism and ethical practice while developing and implementing adventure therapy.
- Students will explore practical aspects of integrating adventure therapy programming in a variety of organizational and clinical settings.
- Students will apply professional standards for clinical documentation to an adventure therapy setting, examining confidentiality standards, liability, and note-taking.
- Students will employ foundational counseling skills of therapeutic alliance building to a variety of adventure therapy settings and client populations.
- Students will gain competence in developing, facilitating, and processing adventure therapy interventions in support of client-centered, culturally relevant, and clinically-informed treatment practices.
- Students will critically examine the relevance and effectiveness of adventure therapy practices through both formal and informal means to support integration and transfer of learning towards clinical goals.

#### Program Objectives

The Adventure Therapy Certificate Program is designed for post-graduate licensed mental health therapists (e.g., ACSWs, LCSWs, ACMHCs, LCMHCs, LMFTs, etc.) and concurrently enrolled Westminster MSCMHC students seeking advanced training in adventure therapy. We welcome individuals across mental health disciplines (counseling, social work, marriage and family therapy, etc.). Through three intensive courses between January and June, students will develop the foundational knowledge and skills to implement clinically effective, ethical, and culturally relevant adventure therapy programming across settings and client populations. A student successfully completing each of the three courses will earn a university-issued certificate and have met the educational standards for the Clinical Certified Adventure Therapist credential, issued by the Association for Experiential Education.

## Program Requirements

Students must complete the three listed courses with no less than 3.0 GPA.

Requirement Description	Credit Hours	Prerequisites
<b>I. Required Courses</b>	<b>9</b>	
CCE 651 Foundations of Adventure-Based Counseling	3	
CCE 652 Professional Practice in Adventure-Based Counseling	3	
CCE 653 Clinical Practice in Adventure-Based Counseling	3	
<b>Total Hours for the Program</b>	<b>9</b>	

## Recommended Plan of Study for MSCMHC with Graduate Certificate in Adventure Therapy\*

	Fall Semester	Spring Semester
Year 1	CCE 605 Professional Roles CCE 610 Counseling Ethics CCE 612 Stats & Research Methods CCE 617 Individual Counseling I CCE 621 Human Growth & Dev	CCE 619 Individual Counseling II CCE 628 Group Counseling CCE 614 Psychopathology and the DSM CCE 633 Child and Family Counseling
Year 2	CCE 636 Clinical Assessment CCE 639 Multicultural Counseling CCE 642 Substance Abuse Counseling CCE 640 or 643 Counseling Practicum or Trauma & Crisis Counseling	CCE 640 or 643 Counseling Practicum or Trauma & Crisis Counseling <i>Two of the following:</i> CCE 630 Applications of Humanistic/Existential Theory CCE 631 Applications of Cognitive Behavioral Theory CCE 632 Applications of Family Systems Theory CCE 644 Applications of Psychodynamic Theory <b>*CCE 651 Foundations of Adventure-Based Counseling (First 7 weeks)</b> <b>*CCE 652 Professional Practice in Adventure-Based Counseling (Second 7 weeks)</b> <b>*CCE 653 Clinical Practice in Adventure-Based Counseling (Summer - First 4 weeks)</b>
Year 3	CCE 645 Career Counseling and Development CCE 660 Internship I	CCE 661 Internship II <b>*CCE 651 Foundations of Adventure-Based Counseling (First 7 weeks)</b> <b>*CCE 652 Professional Practice in Adventure-Based Counseling (Second 7 weeks)</b> <b>*CCE 653 Clinical Practice in Adventure-Based Counseling (Summer - First 4 weeks)</b>

## MASTER OF SCIENCE IN NURSING - FAMILY NURSE PRACTITIONER (MSN-FNP)

### Faculty

- Sheryl Steadman, Dean
- Sue Jones, DNP, APRN, FNP-C, Program Director
- Elizabeth Hanna, DNP, APRN, FNP-C
- Ronda Lucey, DNP, APRN, FNP-BC
- Shauna Olsen, DNP, APRN, FNP-BC

The Master of Science in Nursing, Family Nurse Practitioner (FNP) program builds on a baccalaureate nursing degree to prepare advanced practice nurses in the areas of primary health care.

After graduation, FNP students are eligible to take the American Nurse Credential Center (ANCC) or the American Academy of Nurse Practitioners (AANP) certification exam and apply for Utah licensure as Advanced Practice Registered Nurses (APRN) with prescriptive authority.

### Philosophy

The Family Nurse Practitioner program is based on a philosophy of holistic health care for patients and families in today's dynamic and complex health care environment. Graduates will use their clinical competence and political efficacy to improve both individual health outcomes and the overall quality of the healthcare system.



## Mission

The Master of Science in Nursing, Family Nurse Practitioner (FNP) program at Westminster University provides students the expertise required in advanced nursing practice and leadership. The program builds on a baccalaureate nursing education to develop attributes essential to providing comprehensive, holistic healthcare across the lifespan. Students integrate clinical judgment and critical thinking for culturally appropriate patient-centered care. Students will establish an advanced understanding of the art and science of nursing and are encouraged to seek additional continuing education and volunteer their services to the local community.

## Program Outcome

FNP graduates will:

- Establish therapeutic relationships and use a holistic, culturally appropriate, evidence-based approach to assess, diagnose, and prescribe treatments for individuals, families, and clinical populations.
- Assume a leadership role in the development and implementation of health promotion interventions for individuals, families, and communities.
- Analyze healthcare policy and the effect of these policies on nursing practice and healthcare delivery in order to advocate for improved public healthcare outcomes and the profession of nursing.
- Integrate theory, evidence, clinical judgment, research, and interprofessional perspective to improve practice and associated health outcomes for patient populations.
- Employ interprofessional collaborative strategies utilizing information and communication technologies in the design, coordination, and evaluation of patient centered care.

## Progression in the Program

The student must:

- Receive a grade of B or higher in all courses. Cumulative test/quiz scores must average 80% or higher in all courses, or the student will not be able to progress. If a student does not achieve 80% or higher, the course grade will reflect only the average test/quiz scores achieved by the end of the course.
- Complete the program in 4 years from time of initial admission.
- Maintain a current, unencumbered Utah RN license.
- Complete all scholarly paper requirements according to identified time schedules.
- Maintain a background check free of arrest and/or criminal incidents. Report any arrests and/or incidents related to legal and/or licensure concerns to the Program Director within 24 hours.
- Maintain a negative drug screen. Report any change or prescribed use of mind-altering substances, including narcotics, within 24 hours to the Program Director.
- Remain in good standing at clinical sites.

## Graduation Requirements

To be eligible for a Master of Science in Nursing, Family Nurse Practitioner (FNP) degree, students must satisfy the following conditions to qualify for graduation from Westminster University:

- Meet all credit hour and other course requirements
- Maintain an overall grade point average of 3.0 or above
- Be enrolled at Westminster University during the semester in which they wish to graduate
- Maintain good academic standing
- Earn a grade of B or higher in all graduate courses

Please note that the program requires that students must earn a grade of B or higher in all graduate courses to qualify for graduation, regardless of their cumulative GPA. The final responsibility for being informed about, and adhering to, graduation requirements rests with the individual. Continued communication with the faculty advisor is recommended.

## Program Requirements

A minimum of 42 semester hours is required for graduation. The acceptance of transfer credit, up to 9 hours, is individually evaluated. The minimum number of clinical practice hours for the program is 720 hours.

Requirement Description	Credit Hours	Prerequisites
<b>I. Required Courses</b>	<b>42</b>	
MSN 500 Advanced Health Assessment and Diagnostic Reasoning	4	
MSN 501 Advanced Pathophysiology	3	
MSN 532 Pharmacology for Advanced Practice	3	MSN 500, 501
MSN 540 Theoretical Found. of Advanced Practice Nursing	2	
MSN 550 Health Care and Health Promotion of Adults And Older Adults/Clinical Seminar	4	MSN 540; Pre- or Co- requisite: MSN 532
MSN 570 Research in the Practice Setting	3	

Requirement Description	Credit Hours	Prerequisites
MSN 581 Health Care and Health Promotion of Young Adults/Clinical Seminar	4	MSN 570
MSN 582 Health Care and Health Promotion of Infants through Adolescents/Clinical Seminar	4	MSN 581
MSN 584 Ambulatory Care Procedures	3	MSN 550
MSN 601 Role and Leadership in Advanced Practice Nursing	2	
MSN 610 Master's Project	3	MSN 540, 570
MSN 639 Advanced Nursing Practicum/Clinical Seminar	5	MSN 582, 584, 601
MSN 670 Synthesis: Practice in Context	2	MSN 550, 582, 601
<b>Total Hours for the FNP Program</b>	<b>42</b>	

### Recommended Plan of Study

	Fall Semester	Spring Semester	Summer Semester
Year 1	MSN 500 (3/1) MSN 501 (3/0) MSN 540 (2/0)	MSN 532 (3/0) MSN 550 (2/2) MSN 570 (3/0)	MSN 584 (3/0) MSN 581 (2/2) MSN 601 (2/0)
Year 2	MSN 582 (2/2) MSN 610 (3/0)	MSN 670 (2/0) MSN 639 (0/5) MSN 699 (0) [if needed]	MSN 650 (0) [if needed] MSN 699 (0) [if needed]

**Note:** One (1) academic credit hour of clinical equals sixty (60) clock hours

# COURSES

## ALL COURSES

### (CCE)

#### **CCE 650B Community Mental Health Counseling 3 CREDITS**

This course is designed as a special topics class for counseling students who wish to learn the practice of professional counseling in community mental health agencies with a special emphasis on social justice and multicultural issues. The class will provide an overview of legal, ethical, and professional issues as they pertain to the role of the counselor in communities, prevention, outreach, and systematic issues in community agency settings.

#### **CCE 650D Human Sexuality and Counseling 3 CREDITS**

This course examines the place of sexuality in human life, including the influences of cultural, familial, psychological, biological and spiritual factors. The course looks particularly at the interface of sexual issues in clinical work. Special attention is paid to the issues of gender, sexual health and sexual dysfunction from a bio-psycho-social-spiritual perspective. This class will explore the dynamic complexities of sexuality through various learning mediums including text, film, dialogue, debate, writing and experiential exercises. Theory as well as clinical interventions will be given, experienced and discussed in class.

#### **CCE 605 Seminar in Professional Counseling Roles 1 CREDIT**

In 2010, the American Counseling Association defined counseling as "a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals." This course will examine the nature of that relationship and the unique skills counselors bring to the relationship. Further, we will explore the myriad settings and contexts in which counselors work as they seek to "empower" others' development.

#### **CCE 610 Counseling Ethics 3 CREDITS**

This course is an introduction to the ethical issues involved in counseling. Students will explore models of ethical decision making and the impact of their personal values on the therapeutic relationship. Students will become familiar with the current law, rules and ethics guiding the clinical mental health counselor in the state of Utah. Students will be familiarized with current ethical codes, especially those of the ACA and AMHCA.

#### **CCE 612 Statistics and Research Methods 3 CREDITS**

This course will familiarize students with the basic statistical concepts and research methods used in the behavioral sciences. The course will focus on developing (1) an intuitive grasp of the conceptual underpinnings of basic statistical and research concepts, (2) a basic familiarity with specific statistical formulas and research methods, and (3) an ability to critically analyze which methods are applicable in actual research contexts. The course will focus on preparing the student to interpret and evaluate research as it is presented in behavioral science journals. Since it is only an introductory course, students will not be expected to become proficient in the mathematical underpinnings of research and statistics. Instead, the course will utilize numerous examples of actual behavioral research to help students learn how to read research reports, and to discriminate good research from bad.

#### **CCE 614 Psychopathology and the DSM 3 CREDITS**

This course will present an overview of adult psychopathology, including major psychological disorders, associated symptom clusters, etiological factors, accepted treatments, and relevant research findings. Empirical challenges to diagnostic accuracy and social/cultural factors affecting diagnosis and treatment will be addressed.

#### **CCE 617 Individual Counseling I 3 CREDITS**

As a result of this course, students will: (1) understand, contrast, and critically evaluate the various theoretical approaches; (2) learn to select from these approaches in developing their own style of therapy; and (3) develop an ability to utilize these theoretical approaches in case analyses.

#### **CCE 619 Individual Counseling II 3 CREDITS**

As a result of this course, students will: (1) understand, contrast, and critically evaluate the various theoretical approaches; (2) learn to select from these approaches in developing their own style of therapy; and (3) develop an ability

to utilize these theoretical approaches in case analyses. This is a continuation of Individual Counseling I.

#### **CCE 621 Human Growth and Development 3 CREDITS**

This course provides an overview of current developmental theory and research on lifespan development. Particular emphasis is placed on biological, physical, social, and emotional aspects of the developing individual in a cultural context. Students are expected to achieve the following competencies 1) an understanding of current developmental theory and its relationship to counseling practice 2) the development of observational skills, allowing the student to assess the developmental strengths, competencies, vulnerabilities, and needs of the individual 3) the capacity to think from a developmental perspective and to understand factors that may influence developmental outcome 4) a familiarity with mainstream developmental research, enabling students to explore the credible sources of information regarding issues in the development of the individual.

#### **CCE 628 Group Counseling 3 CREDITS**

This course provides an overview of current research and practice in couple, family, and group psychotherapy. Didactic and experiential methods will be used to teach the relevant concepts. Students are expected to achieve the following competencies at an introductory practitioner level: (1) understand a broad base of theory and treatment approaches for couple, family, and group psychotherapy, including the types of problems effectively treated in these modalities; (2) assess couple, family, and group dynamics and develop appropriate treatment strategies; and (3) increase awareness of the unique challenges and benefits of systemic treatment.

#### **CCE 630 Applications of Humanistic/Exist Theory 3 CREDITS**

This course examines the major theoretical tenets of Existential and Humanistic Counseling theories. This is an experiential class: role plays and video demonstrations will be utilized to enhance the learning experience.

#### **CCE 631 Applications of Cognitive Behavioral 3 CREDITS**

This course examines the major theoretical tenets of Cognitive Behavioral Therapy. This is an experiential class, role plays and video demonstrations will be utilized to enhance the learning experience.

#### **CCE 632 Applications of Family Systems Theory 3 CREDITS**

This course examines the major theoretical tenets of Family Systems Counseling theories. This is an experiential class: role plays and video demonstrations will be utilized to enhance the learning experience.

#### **CCE 633 Child and Family Counseling 3 CREDITS**

This course provides an overview of current research and practice in child psychotherapy. Students are expected to achieve the following competencies at an introductory practitioner level: (1) the ability to assess and diagnose a child client/patient between the ages of 3-14, considering relevant developmental, familial, and cultural contexts; (2) the ability to select and construct an appropriate treatment plan for the child; (3) an awareness of effective treatment approaches, including psychopharmacology, behavioral, cognitive-behavioral, ecological, and psychodynamic intervention strategies; and (4) knowledge of relevant research on treatment outcome and effectiveness for common childhood referral problems.

#### **CCE 636 Clinical Assessment 3 CREDITS**

This course will introduce the student to ethical and clinical issues in psychological assessment. Students will learn about selection, administration, scoring, and interpretation of assessment measures commonly used in counseling settings. They will critically evaluate examples of psychological assessment reports and understand how to use testing data to generate appropriate treatment recommendations. Typical challenges and problems in test administration and interpretation will be discussed. Students will be required to administer a number of psychological tests and submit written reports for review.

#### **CCE 639 Multicultural Counseling 3 CREDITS**

An appreciation of diversity in meaning systems is relevant to all counseling and all counseling courses. The ability of the therapist to understand the other as other is a central issue in developing a strong therapeutic alliance. This course explores the complexities of culture and its influence on the client/therapist relationship. This course is designed: (1) to increase awareness of the effect of culture on the counseling relationship through reading

and direct exposure to individuals from a different culture; (2) to increase awareness of how ones cultural background, experiences, belief system, attitudes, values and biases influence the counseling process; (3) to develop a level of cultural sensitivity in working with culturally diverse clients; (4) to learn culturally responsive intervention strategies for culturally diverse clients; and (5) to become aware of resources that can extend ones cultural competency beyond the introduction given in this course. The central focus for this course will be ethnic/racial diversity, although we will pay attention to gender, sexual preference, age, and class as they relate to issues of diversity.

**CCE 640 Counseling Practicum 3 CREDITS**  
This course fulfills the requirements of a practicum placement. Students will be placed in a practicum setting, where they will receive on site supervision. In addition, they will meet with fellow students and the course instructor for weekly group supervision. This course is designed to introduce students to the clinical and professional issues of mental health practice.

**CCE 642 Substance Abuse Counseling 3 CREDITS**  
This course examines various addictions from a biopsychosocial perspective. Several perspectives on the process and treatment of addictions will be considered with a special emphasis on an Object Relations approach and on process addictions. Focus will be placed on integrating substance abuse treatment with general mental health treatment and dual diagnoses.

**CCE 643 Trauma and Crisis Counseling 3 CREDITS**  
This course will explore the theories, techniques, and interventions used to treat those who have been affected by trauma and crisis. It will also explore how those affected by trauma and crisis engage in the process of treatment.

**CCE 644 Applications of Psychodynamic Theory 3 CREDITS**  
The purpose of this course is to foster students' understanding of the fundamentals of psychoanalytic, or psychodynamic, theory and therapy. The course will focus on developing (1) a substantial understanding of the fundamental concepts in psychodynamic theories of personality, personality development, the therapeutic relationship, and therapeutic techniques, (2) a familiarity with therapeutic techniques and other clinical considerations specific to psychodynamic theories, and (3) practical skill in the basic use of such therapeutic techniques. The course will provide students with opportunities to utilize role-play and other experiential techniques to develop their familiarity and skill with the actual mechanisms of psychodynamic psychotherapy.

**CCE 645 Career Counseling and Development 3 CREDITS**  
This course introduces students to the basic elements of career counseling, including models of career development, career transitions across the lifespan, and multicultural considerations. By the end of this course, student should be able to understand different career theories, be able to apply those theories, and critically evaluate potential biases in major career theories. Students will also understand various sources of occupational information and principles of career assessment.

**CCE 650 Special Topics Seminars 3 CREDITS**  
A special topics course highlights specific areas relevant to mental health practice such as Treating Domestic Violence, Psychopharmacology, Gender and Sexuality, Parent Child Interaction Therapy, etc. Prerequisites vary with course content.

**CCE 651 Found. of Adventure-Based Counseling 3 CREDITS**  
Adventure therapy (AT) is defined as "the prescriptive use of adventure experiences provided by mental health counselors, often conducted in natural settings that kinesthetically engage clients on cognitive, affective, and behavioral levels" (Gass, Gillis, & Russell, 2020). In this introductory course, students will develop both practical and theoretical familiarity with adventure therapy as a field and modality of therapeutic intervention. Topics will include clinical foundations, socio-cultural / environmental considerations, and models of client assessment.

**CCE 652 Professional Practice in Adventure-Based 3 CREDITS**  
In this course, students will build on foundational skills and conceptual knowledge in adventure-based counseling to better understand how they can be implemented within professional mental health practice. Topics will include professionalism and ethics, organizational / administrative standards and policies, and documentation.

**CCE 653 Clinical Prac Adventure-Based Counseling 3 CREDITS**  
In this intensive, experiential course, students will develop skill and familiarity with planning and implementing adventure-based counseling across different settings, treatment environments, and client populations. Topics will include therapeutic alliance building, facilitation and processing, treatment interventions, and client monitoring.

**CCE 660 Internship I 1 to 3 CREDITS**  
This course fulfills part of the clinical internship requirement. Students will be placed in an internship setting, where they will be supervised on site. In addition, they will meet with fellow students and the course instructor for weekly group supervision. This course is designed to expand students' applied clinical knowledge base and train students in the components of delivering mental health services. This course is repeatable for credit. This course is repeatable for credit.

**CCE 661 Internship II 3 CREDITS**  
This course fulfills part of the clinical internship requirement. Students will be placed in an internship setting, where they will be supervised on site. In addition, they will meet with fellow students and the course instructor for weekly group supervision. This course is designed to expand students' applied clinical knowledge base and train students in the components of delivering mental health services.

**CCE 668 Directed Study 1 to 4 CREDITS**  
Allows students to undertake independent research and readings and readings on special topics not fully covered in the MSMHC Program. Requires consent of instructor and school dean.

**(DNP)**

**DNP 710 Epidemiology/Population Health 3 CREDITS**  
Epidemiological concepts as they relate to health and healthcare are introduced in this course. The advanced practice nurse will develop an understanding of population health, screening, prevention, and disease control. Prerequisites: none

**DNP 711 Biological Systems, Homeostasis, & Patho 3 CREDITS**  
This course will introduce the student to principles of biological systems, homeostasis, and pathogenesis. Best-practice models for nurse anesthesia care will be discussed. Students will examine systematic outcomes in the translation of research evidence and data, and identify application to nurse anesthesia practice.

**DNP 713 Healthcare Improvement 4 CREDITS**  
Students will analyze ways to improve healthcare using a systems approach and evaluate evidence for safety issues related to patients, populations, clinical settings, or hospital systems. Students will explain the significance of an inter-professional approach to solving patient safety issues and create a policy related to healthcare improvement in the operating room. Students will analyze patient safety and technology and apply those concepts to the improvement of healthcare.

**DNP 715 Health Care Policy and Economics 3 CREDITS**  
This course will explore health care policies and laws that control the structure of healthcare in the United States. Advance practice nurses will explore current and emerging issues and principles of business finance related to health care practices. National, state, and local levels will be addressed. Prerequisites: none

**DNP 720 Evidence-Based Nursing Practice 3 CREDITS**  
This course explores the theoretical foundations of practice, implementation of research, and evidence based approaches to practice. Learning focuses on the integration of scientific evidence in to practice to promote safe, cost effective healthcare with improved outcomes. Prerequisites: none

**DNP 725 Leadership and Roles 3 CREDITS**  
This course will explore the development of the advanced practice role as it relates to our complex healthcare system. Regulation of practice and professional responsibilities are included. Professional development and leadership models are addressed. Leadership related concepts such as professional integrity, credibility, and interprofessional collaboration will also be emphasized. Prerequisites: none

**DNP 727 Legal Concerns 2 CREDITS**

Course discussions will explain the major legal issues in nurse anesthesia practice and health care. Students will apply legally sound decision-making processes in the healthcare and academic environments and use critical thinking and logical argument techniques to rationally debate controversial legal issues. Students will defend a controversial health care legal decision using recent research and explain the most effective ways to keep anesthesia providers safe from frivolous lawsuits.

**DNP 730 Adv. Statistics for Clinical Practice 3 CREDITS**

This course provides an understanding of qualitative and quantitative statistics including some mathematical skills relevant to understanding the application of statistics in health care. Advance practice nurses will develop skills to read and interpret medical literature. Prerequisites: none

**DNP 740 Advanced Theory and Ethics in Anp 3 CREDITS**

This course focuses on theory directed design and implementation of evidence to transform healthcare systems. Advanced practice nurses will explore ethical dilemmas in healthcare delivery based on evidence. Ethics related to decision making at an individual, organizational, and systems level will be investigated. Prerequisites: none

**DNP 745 Informatics in Health Care Systems 3 CREDITS**

This course explores major existing and emerging technologies and their potential impact on healthcare systems. Use of technology in healthcare will be emphasized and will include systems that support patient centered, effective, timely, safe, and equitable care. Prerequisites: none

**DNP 750 Quality and Safety Across Healthcare 3 CREDITS**

This course analyzes the economic, social, and political issues that affect quality healthcare in today's environment. The advance practice will gain tools to influence quality improvement in today's healthcare systems. Prerequisites: none

**DNP 760 Scholarly Project Development I 2 CREDITS**

This course is the first of a 3-course series designed to assist in identifying and gathering data for the scholarly project. Project management and development of outcomes and a plan are emphasized in this course. (120 doctoral clinical hours) Prerequisites: none

**DNP 765 Scholarly Project II 3 CREDITS**

This course is the second in a 3-course series designed to promote the development of the doctorate scholarly project. A culmination of previous clinical experiences and previous courses will guide development of the project. (180 doctoral clinical hours) Prerequisites: DNP 760

**DNP 770 Scholarly Project III 3 CREDITS**

This is the third of a 3-course series designed for culmination of the DNP scholarly project. Completion of this course is the successful completion of the scholarly project. (180 doctorate level clinical hours) Prerequisites: DNP 760, DNP 765.

**DNP 799 DNP Continuing Registration 0 CREDITS**

This course is for the ongoing work on the clinical research component of the DNP program. There is a registration fee of \$250 per semester. Prerequisites: DNP 770.

**(DNPNA)****DNPNA 710 Epidemiology/Population Health 3 CREDITS**

Epidemiological concepts as they relate to health and healthcare are introduced in this course. The advanced practice nurse will develop an understanding of population health, screening, prevention, and disease control.

**DNPNA 715 Health Care Policy and Economics 3 CREDITS**

This course will explore health care policies and laws that control the structure of healthcare in the United States. Advance practice nurses will explore current and emerging issues and principles of business finance related to health care practices. National, state, and local levels will be addressed. Prerequisites: none

**DNPNA 720 Evidence-Based Nursing Practice 3 CREDITS**

This course explores the theoretical foundations of practice, implementation of research, and evidence based approaches to practice. Learning focuses

on the integration of scientific evidence in to practice to promote safe, cost effective healthcare with improved outcomes. Prerequisites: none

**DNPNA 725 Leadership and Roles 3 CREDITS**

This course will explore the development of the advanced practice role as it relates to our complex healthcare system. Regulation of practice and professional responsibilities are included. Professional development and leadership models are addressed. Leadership related concepts such as professional integrity, credibility, and interprofessional collaboration will also be emphasized. Prerequisites: none

**DNPNA 730 Adv. Statistics for Clinical Practice 3 CREDITS**

This course provides an understanding of qualitative and quantitative statistics including some mathematical skills relevant to understanding the application of statistics in health care. Advance practice nurses will develop skills to read and interpret medical literature. Prerequisites: none

**DNPNA 731 Advanced Health Assessment 3 CREDITS**

This course will focus on health assessment across the lifespan. Students will discuss health assessment as it relates to overall patient well-being and apply these concepts to their anesthesia preoperative interviews. Charting and lab value interpretation will be discussed.

**DNPNA 732 Gross Anatomy 3 CREDITS**

An in-depth analysis of human anatomy will occur through the use of hands-on cadaver dissection and class discussion. Dissection of the nervous system will allow for regional anesthesia application.

**DNPNA 733 Research Methods 2 CREDITS**

Basic concepts of research practice will be incorporated into an interactive student-faculty approach towards evidenced based practice. Key terminology and literature review will guide the student towards mastering concepts in all facets of research practice.

**DNPNA 734 Chemistry and Physics 2 CREDITS**

This course will focus on measurements and math, physics, chemistry, fluids, gas laws, states of matter, pressure, tension, radiation, electricity, acid-base balance, and a thorough understanding of the anesthesia machine.

**DNPNA 740 Advanced Theory and Ethics in Anp 3 CREDITS**

This course focuses on theory directed design and implementation of evidence to transform healthcare systems. Advanced practice nurses will explore ethical dilemmas in healthcare delivery based on evidence. Ethics related to decision making at an individual, organizational, and systems level will be investigated. Prerequisites: none

**DNPNA 745 Informatics in Health Care Systems 3 CREDITS**

This course explores major existing and emerging technologies and their potential impact on healthcare systems. Use of technology in healthcare will be emphasized and will include systems that support patient centered, effective, timely, safe, and equitable care. Prerequisites: none

**DNPNA 750 Quality and Safety Across Healthcare 3 CREDITS**

This course analyzes the economic, social, and political issues that affect quality healthcare in today's environment. The advance practice will gain tools to influence quality improvement in today's healthcare systems. Prerequisites: none

**DNPNA 760 Legal Concerns 2 CREDITS**

This course will explore the major legal issues in nurse anesthesia practice and health care. Students will learn to apply legally sound decision-making processes in the healthcare and academic environments using critical thinking and logical argument techniques to rationally debate controversial legal issues. Students will learn to defend a controversial health care legal decision using recent research and explain the most effective ways to keep anesthesia providers safe from frivolous lawsuits.

**DNPNA 811 Advanced Physiology & Pathophysiology 4 CREDITS**

This course will focus on physiology and pathophysiology across the life span. Basic cell structure will set the foundation for a comprehensive review of all human systems and its relevancy to anesthesia practice will be discussed.

**DNPNA 812    Advanced Pharmacology I    4 CREDITS**

This is the first course in a sequence of two courses designed to provide the nurse anesthesia student with an in-depth knowledge of pharmacology and its application to the clinical practice of anesthesia. Video conference lectures followed by discussion will be the format of these courses.

**DNPNA 813    Anesthesia Principles I    2 CREDITS**

Introductory aspects of nurse anesthesia will be discussed. Concepts will include anesthesia history, progress and advancements over the years, antibiotics, preoperative evaluation and planning, airway emergencies, spinal and epidural placement, and regional anesthesia blocks.

**DNPNA 814    Anesthesia Simulation I    2 CREDITS**

This course will instruct students on how to properly perform an anesthesia machine check, choose medications and equipment necessary to perform anesthesia for a variety of simulated cases. Students will learn to perform an induction sequence, explain the most common problems and solutions during induction and perform a general anesthetic from beginning to end on a variety of simulated patients. Students will describe the indications and contraindications for an arterial and central line, and demonstrate how to place an arterial and central line in a simulated patient.

**DNPNA 821    Advanced Physiology & Pathophysiology II    4 CREDITS**

this course is a continued review of physiology and pathophysiology. Concepts in nervous system development and disorders thereof will be discussed. Neurological, skeletal, and muscular systems will be discussed.

**DNPNA 822    Advanced Pharmacology II    3 CREDITS**

This is the second course in a sequence of two courses designed to provide the nurse anesthesia student with an in-depth knowledge of pharmacology and its applications to the clinical practice of anesthesia. Video conference lectures followed by discussion will be the format of these courses.

**DNPNA 823    Anesthesia Principles II    3 CREDITS**

This course builds on basic principles of anesthesia and will introduce the student to varied surgical procedures and health complications that impact an anesthetic care plan. Obstetrics, pediatrics, renal, cardiac, geriatric, and malignant hyperthermia topics will be addressed.

**DNPNA 824    Anesthesia Simulation II    2 CREDITS**

This course will focus on the differences between a spinal and an epidural block and demonstrate placement of a spinal, epidural, and combined spinal epidural block on a simulated patient. Students will evaluate the effectiveness of a placed neuraxial block and describe the complications and corrections of a failed neuraxial block. Students will explain the major regional blocks and the indications and contraindications for each.

**DNPNA 831    Anesthesia Seminar I    1 CREDIT**

This online course will outline anesthesia implications for ENT, laser, obesity, hepatobiliary, endocrine, and trauma patients.

**DNPNA 832    Advanced Anesthesia Principles I    2 CREDITS**

This course will instruct students on how to formulate an advance anesthesia plan for otolaryngeal (ENT), laser, and laproscopic cases. Students will construct an anesthesia plan for pre-operative assessment, intra-operative care, and post-operative care. Course content will include anesthesia planning for anesthesia complications, hepatobiliary gastrointestinal disturbances, endocrine disturbances, and trauma cases including airway management.

**DNPNA 833    Clinical Practicum I    4 CREDITS**

This course will introduce the student to the clinic facility. Students will perform all aspects of patient care will preparing for and planning an appropriate anesthetic plan. Students will conduct pre-operative and post-operative interviews.

**DNPNA 911    Anesthesia Seminar II    1 CREDIT**

This course will provide a platform for anesthesia case scenario discussion in a group format through distance education. Concepts will build on previously learned elements of nurse anesthesia practice.

**DNPNA 912    Advanced Anesthesia Principles II    2 CREDITS**

This course will teach the student to formulate an advance anesthesia plan for additional trauma cases and include the formulation of fluid, electrolyte and blood therapy replacement. Students will construct an advanced anesthesia

plan for thoracic cases utilizing the development of respiratory and metabolic principles and monitoring. Students will formulate an advance anesthesia plan for vascular and cardiac cases including cardiac procedures.

**DNPNA 913    Research Practicum I    2 CREDITS**

This course will instruct students on using analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice. Students will design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends. They will also design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care. This is the first part of a two-part course, with DNP-NA 923 (2 credit hours).

**DNPNA 914    Clinical Practicum II    4 CREDITS**

Students will continue to demonstrate clinical practicum efficiency and safety through hands-on anesthesia care in the clinical setting. Additional opportunities for autonomy will be given and opportunities for staff presentations will be given.

**DNPNA 921    Anesthesia Seminar III    1 CREDIT**

Students will discuss anesthesia implications for neurological, ophthalmic, gynecological, urologic, and plastic surgery patients. Patient scenario assignments will be utilized that assist the student in evaluation and treating less-common surgical procedures.

**DNPNA 922    Advanced Anesthesia Principles III    1 CREDIT**

This course will outline details for an advance anesthesia plan for neuro, ophthalmic, high-risk obstetrical cases include regional anesthesia, GYN, urology, and plastic surgery cases.

**DNPNA 923    Research Practicum II    2 CREDITS**

This course will instruct students on using analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice. Students will design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends. They will also design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.

**DNPNA 924    Clinical Practicum III    4 CREDITS**

Students will continue to advance their clinical practicum skills in the clinical setting. Opportunities for more difficult case management will be given and more advanced planning will be expected and required.

**DNPNA 931    Anesthesia Seminar IV    1 CREDIT**

This course will review anesthesia plan for orthopedic, spine, and neonatal cases.

**DNPNA 932    Advanced Anesthesia Principles IV    3 CREDITS**

This course will focus on constructing an anesthesia plan for orthopedic, podiatry, geriatric, high-risk pediatric, and burn cases. Regional anesthesia and cases outside of the surgery suite will be studied.

**DNPNA 933    National Certification Exam Review    1 CREDIT**

This course will help the student evaluate and appraise the SEE exam in relationship to identifying critical study areas for the NCE exam, which will allow them to develop a comprehensive study plan. Students will report on progress of study plans, appraise board preparation skills, and discuss test taking skills.

**DNPNA 934    Clinical Practicum IV    4 CREDITS**

Students will refine their anesthesia skills and demonstrate proficiency in all areas of their practice. Respect for patients, and others, will be expected. Care plan documentation will be expected to be completed without error and performance in the surgery suite will be evaluated for positive outcomes in all areas. Students will demonstrate mastery of anesthesia practice in areas outside the operating room.

**(IPSL)**

**IPSL 699A2 Study Abroad IPSL 2+2 0 CREDITS**  
Study Abroad Placeholder

**IPSL 699A3 Study Abroad IPSL 3+1 0 CREDITS**  
Study Abroad Placeholder

**IPSL 699H IPSL Home Term 0 CREDITS**  
Placeholder for IPSL Home Term

**IPSL 601 Independent/Directed Study 1 to 3 CREDITS**  
IPSL recognizes the vital role independent study can play in a student's education. Independent study allows the student to explore a topic of interest under the close supervision of a faculty member who has agreed to direct the student's work. The course may include directed readings, applied work, assisting the faculty member with a research project, carrying out an independent research project, or other activities deemed appropriate by the supervising faculty member and the department. Regardless of the nature of the experience, the work must culminate in a formal project or paper, and a presentation.

**IPSL 602 Community Organization/Social Activism 3 CREDITS**

This course deals with the origin and background of non-governmental organizations in the country of study, including how these groups have been created to respond to essential social problems and the ways that civil society in this country has found to exercise fundamental rights and respond to needs not covered by the state. The different types of organizations studied are: Non-Governmental Organizations, Foundations, Civil Associations, Social and Popular Movements. We will study the history, the birth and the issues on which these social organizations work. We will investigate their contribution to the development of skills and opportunities for the 21st century for growth in the midst of differences. Coursework is complemented by volunteering in a community project and engagement with diverse cultures and viewpoints. Students reflect on national and international practices using the curriculum framework and drawing on discussions with host country nationals.

**IPSL 603 Language Across Curriculum 3 CREDITS**

This course is designed for students with all proficiency levels in a language spoken in the country where the course is taken. This is a streamlined, focused course designed to produce maximum functional fluency in a specific area of interest. Course topics and vocabulary are carefully compiled to provide students the language patterns they need to successfully navigate professional/social situations while living and studying in the country. This course helps students achieve proficiency not only in conversational language but also in skill areas necessary for further study, such as phonetics, grammar and sentence structure.

**IPSL 604 Sponsored Research 3 CREDITS**

Through a pre-approved, supported, and scaffolded research project, this graduate course introduces the in-country history of and current effective practices in community and civic engagement, including domestic and international volunteerism, community building and organizing, and social activism. Coursework is complemented by service efforts in the community; students reflect on service using both local and international lenses through reflection activities.

**IPSL 608 Special Topics 1 to 3 CREDITS**  
A changing topics course.

**IPSL 620 Afro-Colombian History and Culture 3 CREDITS**

This course is an interdisciplinary examination of the history, politics, race, class, gender and cultural expression of the African Diaspora in the Caribbean region with special focus on Afro-Colombians. Special attention will be given to issues in the creation of a multicultural society, such as the dynamics of cultural identity, social and political issues. We will approach this course from a holistic perspective within a framework of Afro-Caribbean Studies. We situate multidisciplinary interpretations of history and culture within their socio-historic contexts, and assess these interpretations, especially from less-privileged and less-represented perspectives. In the case of the Caribbean, this means critical readings of European and American history and finding the voices and cultural expressions of the people of Indigenous, African, and Afro-Mestizo ancestry. This interdisciplinary subject provides students with the opportunity to study issues relevant to the distinctive physical, political and socio-economic challenges facing Colombia. Such study integrates

perspectives from various disciplines including, Cultural Studies and Ethics, Economics, Government and Politics, History, International relations, Physical and Human Ecology, and Sociology, as tools for understanding Colombian society and culture.

**IPSL 621 Conflict Peace Reconciliation: Colombia 3 CREDITS**

The course provides a framework for exploring the comparative peace and reconciliation processes in four different regions: Northern Ireland, South Africa, Rwanda, and Colombia. This course explores the meaning of political reconciliation, the role of forgiveness in politics and the debates surrounding the creation of War Crime Tribunals, Truth Commissions and Administrative Purges. Since we are in a post-conflict society (Colombia), this course will transcend theory. Through a series of meetings with researchers, policy makers, and diplomats, we will see how different countries have confronted legacies of violence, abuse and other human-caused disasters. Examples include paths to peace in South Africa's struggle after Apartheid, Northern Ireland's attempt to end decades of sectarian violence between Catholics and Protestants, Rwanda's ethnic-centered violence, and Colombia's return to peace after years of violence and intimidation as a result of the international narcotics trade.

**IPSL 622 Escobar to Santos: Modern Colombia 3 CREDITS**

It is impossible to talk about Modern Colombia without an examination of the impact of the decades long "narco-tráfico" - the narcotics trade that was at the center of Colombia's political, economic, and social structures. The socio-political core of Colombia is what it is today, in part, because of the illegal drug trade. By the same token, Colombia is not the same country it was one generation ago, which is when Pablo Escobar, the head of the Medellín Drug Cartel, died. At the time one of the wealthiest men in the world, Pablo Emilio Escobar Gaviria continues to engender strong opinions on all sides and all spectrums. Some of the nation's poorest people praise Escobar's attention to the plight of the poor. Other Colombians - and foreigners - rightfully bring attention to the violence - and the tens of thousands of dead - that were part of the drug trade and the accompanying terrorism. The years of "narco-tráfico" affected countless Colombians, and many others, during those years, and the history is only starting to be discussed and researched. The first part of the course provides an overview. We then investigate drug production in the Americas and the organizations that engage in these activities. After that, we will look at the costs of narcolitics in the developing world, in terms of corruption and violence. Next, we will shift our attention to the U.S. and examine both drug trafficking counternarcotic efforts and the impact of the so-called "War on Drugs." The final part of the class will examine the effect of recent and proposed reforms to drug policies and, of course, the reconciliation and peace processes that have brought stability, peace and economic growth to Colombia.

**IPSL 630 Sustainable Micro-Enterprise/ Field Work 3 CREDITS**

This graduate course is designed to familiarize students with different types of enterprises in Rural Communities and explore national and international case studies as well as opportunities and challenges in sustaining micro and small-sized enterprises. (SME). It sets out the criteria for identifying whether a company is a micro, small or medium-sized enterprise (SME). These different categories, based on the number of a company's employees and its turnover or balance sheet, determine its eligibility for EU and national financial and support programs, especially in the more rural areas of Europe.

**IPSL 631 Greek History Culture Language 3 CREDITS**

This course is designed to familiarize students with Greek history and culture. Its aim is to explore the 5000 years of Greek history, understanding why Greece is still considered the cradle of our civilization, stopping at its greatest moments, discovering those elements that made Greece stand out through the ages, exploring ancient Greek art and culture and understanding the ways and the degree it shaped the western world. The course will connect the dots from prehistoric times and the era of the great heroes and legends, like Hercules, Odysseus and the Trojan War, with the achievements of Ancient Greece, the troubled years of Medieval and Byzantine Greece until its independence after the Greek Revolution of 1821, and Greece in the 21st century. Taking place in a large, vibrant port city of Thessaloniki, with a history of over 2500 years, the students will be able to experience Greece's living history firsthand and learn the basics of the Modern Greek language in context with the course content.

**IPSL 632 The Rise of Social Solidarity in Greece 3 CREDITS**

This course explores the concept of solidarity, or social unity, in the context of austerity and refugee burdened Greece. Austerity measures motivated community efforts including soup kitchens and free pharmacy distribution clinics. At the height of the European refugee crisis, civilian volunteers

offered clothing, food, transportation and shelter to immigrants and refugees entering Greece. This course explores how these two crises moments have challenged established forms of sociality and motivated a movement towards national and global solidarity. Drawing on literature, engaging with ongoing NGO and government efforts, in addition to directed discussions with Greeks.

**IPSL 633 Creative Thinking and Entrepreneurship 3 CREDITS**

This graduate course is about productive thinking and is designed to assist students in developing critical and creative thinking skills that are essential ingredients to enhance their innovation and decision-making skills. These skills include the ability to make well-reasoned decisions, solve problems skillfully, and make carefully thought-out judgments about the worth, accuracy, and value of information, ideas, claims and proposals. Students will apply various modes of thinking to address critical business issues and workplace applications.

**IPSL 634 Mediterranean Diet and Lifestyle 3 CREDITS**

This course focuses on the Mediterranean Diet and the Mediterranean way of life. It is designed to help students develop an understanding about the specific diet and its health benefits, the main ingredients and produce, research the theory of the Mediterranean way of life, and to provide an international perspective through a rich study abroad program with valuable experiences that students can draw from and finally, through cooking workshops, offer students hands on experience on the secrets and makings of the Mediterranean cuisine. We will also examine the cultural and emotional interconnections that influence what, and how we eat, and how we socialize with, and around food. Greek cooking offers an incredibly rich and diverse array of foods and beverages that are the culmination of literally thousands of years of living, cooking, and eating. While each Greek meal is fresh and inviting, it is also a trip back through Greece's history.

**IPSL 635 Mediterranean Outdoor Exploration 3 CREDITS**

This course focuses on Leadership, through instruction and experiences in Outdoor settings. The "About Limits: Mediterranean Outdoor Exploration & Leadership" course is to prepare participants to have the academic background skills and necessary experiences to analyze, plan, implement, lead and supervise teams, not only in an outdoor environment but also in academia or a corporate setting, through experiential and physical challenges. It is designed to help students develop conditional leadership skills, understand group development and communication, and empower facilitation techniques in an outdoor environment. In addition, the course provides opportunities to sharpen the creative decision-making process, meet challenges for problem solving and sound judgment, and all this in the wild Greek mountains. Moreover, the program emphasizes the environmental ethics and "Leave No Trace" approach. We will, also, analyze the main domains of a risk management plan through outdoor activities and discuss how this knowledge could be transferred in a business or corporate environment. Finally, the course uses team bonding activities and tries to teach and enhance decision making skills through games in the outdoors. The Greek mountains offer an incredibly rich and diverse natural environment with physical challenges, breathtaking scenery accompanied with endless chats over delicious meals by the fire.

**IPSL 640 Guatemala One Health: Ecology Cult Just 3 CREDITS**

This course captures the interconnectedness of people, the environment, and animals that we use for food in-situ. These topics are examined through a One Health lens, through site visits and hands-on service projects with local Guatemalan farms, cooperatives, and community-based agricultural initiatives. Students have the opportunity to reflect upon their service and experiential learning via reading reviews and reflection workshops throughout the course. Students live, study, work, and make new and interesting connections such as with local community organizers, other volunteers and students and international researchers, who enrich and strengthen the outreach of the organization to the surrounding communities. Students should have a strong interest in nutrition and food politics, as well as environmental conservation and public health. Experience with the Spanish language is highly recommended but not required.

**IPSL 641 Maya Cosmvision & Health Systems 3 CREDITS**

This course offers the opportunity to get immersed in the reality of some of the many indigenous communities in Guatemala and to reflect on intersecting issues related to Maya health, spirituality, and intercultural history. During the course, students will participate in lectures, workshops, site visits, and dialogues with indigenous health services providers in community-based organizations. The course is co-designed and taught by a Maya Kaqchikel spiritual guide and healer with many years of experience and extensive

knowledge in ancestral healing techniques, herbal medicine, fire ceremonies, and Maya culture. By exploring a Maya & intercultural perspective on health services in Guatemala, students will have the opportunity to understand the struggles and experience the successes of a living and breathing ancestral medical system that integrates a variety of voices, bridges socioeconomic differences, and offers culturally appropriate solutions to the physical, mental and spiritual ailments of the local population.

**IPSL 650 Environmental Justice: Peru 3 CREDITS**

Biological diversity is one of the most valuable assets our society has in order to achieve Sustainable Development. This course provides knowledge of the theory and practice of this concept. Topics aim to stimulate a critical examination of the potential of biological resources and interactions in meeting sustainability goals while also understand the need for a constant economic growth and social equity. This course is specifically created to address the complex issues of Environmental Sustainability as they relate to biodiversity conservation with its main focus in Per .

**IPSL 651 Incan Architecture Urban Dvlp in Andes 3 CREDITS**

The course is intended to introduce students to the general, quantitative and qualitative aspects of the evolution of architecture and urban planning in the Andes in South America. We will cover the aspects of territorial, agricultural and civic management under Andean societies and its development through the height of its glory under the Inca culture. The course covers conceptual aspects such as the evolution of Andean society, its historical background, the geography, environment, and overall community health of the central Andes, the interaction between society and its territory and environment. We will review the history of the origins of the American Caral civilization, early urban planning, ceremonial temples of the formative period, the first cities of the ceremonial centers upon the emergence of the urban theocratic centers, the Moche city, the rise of the Andean Wari Empire, the late states and feudal estates, coastal cities, high Andean settlements, Moche architecture and urban planning, the capital city of Chimú, the city of Chanchan, the Pachacamac ceremonial center, through the development of the Inca Empire and the colonial development of the city of Cusco.

**IPSL 652 Indigenous Knowledge Traditional Healing 3 CREDITS**

Traditional healers are found in every society. Their knowledge and leadership have been key in the survival of ancient communities since the beginning of humanity. This course provides information that underscores this concept. Topics aim to stimulate a critical examination of the role of traditional healers in Per going back to the Pre-Inca Cultures, through the Inca Empire and finishing in our current society. This course examines the historical, political, economic and social forces shaping the health and wellness of Indigenous peoples and communities in Peru and around the world. We examine health, healing and wellness in its broadest interpretation, and as such, consider histories of state violence and colonialism, struggles for sovereignty/land rights and self-governance, structural violence and environmental racism, truth and reconciliation politics, ecological struggles over energy, water and pollution, and contemporary bio-politics in urban and rural settings.

**IPSL 660 Ethics Community Health in South Africa 3 CREDITS**

Through the interdisciplinary coursework in this program, students learn about contemporary public health issues in South Africa through hands-on training with IPSL's partner organization in Cape Town, South Africa. By uniting service with traditional learning, students gain knowledge about the historical, political, economic, cultural, and geographic forces that shape the history of public health interventions in South Africa. The service places students at the nexus of Community-based Health, Social Enterprise, Volunteer Development, and the struggle for Social and Racial Justice. Through lectures from scholars and scholar-practitioners, readings, hands-on service, and selected site visits in the region, students critically examine topics related to health promotion and provision, traditional healing, rural health and social justice in South Africa.

**IPSL 670 Environmental Science Sustainable Dvlpmt 3 CREDITS**

This course will provide current basic knowledge of the fundamental features and functions of the natural environment, including: natural resources; geo/natural disaster-hazards; the human impact on the environment; and the role in solving problems related to human activities in hazard adaptation and mitigation, in decision-making policies on sustainable development, resource use and environmental protection. The goals of the course are to improve awareness of (and provide techniques for) the sustainable use of natural



resources, environmental protection, and sustainable development. Content will emphasize interdisciplinary and integrated approaches.

**IPSL 671 Global Health & Environment: Vietnam 3 CREDITS**

Global health has been defined as an area for study, research, and practice that places priority on improving health and achieving equity in health for all people worldwide. This course examines major global health challenges, programs and policies, with practical examples in Vietnam. Students will be introduced to Southeast Asia's diversity of determinants of health and diseases. Students will explore and analyze current and emerging health priorities, including infectious zoonotic diseases, poverty, environmental pollution, dioxin/Agent Orange and the "American" (Vietnam) War's legacy. Health inequity, health systems reforms, health policy advocacy, and major initiatives for disease prevention and health promotion in Vietnam will be examined with an eye toward comparative study with health in a "developed" nation.

**IPSL 672 Public Space in Urban Planning 3 CREDITS**

In this dynamic course on public space inclusion in Vietnamese urban planning, you will explore the critical role that public spaces play in fostering vibrant, inclusive, and sustainable cities. Guided by expert instructors and drawing upon multimodal learning approaches, you will gain a comprehensive understanding of the principles, strategies, and best practices for effectively incorporating public spaces into urban planning processes. Through a combination of theoretical insights, case studies in various Vietnamese cities, and interactive discussions, you will delve into the various dimensions of public space design, activation, and management. You will examine the social, cultural, economic, and environmental aspects of public spaces, considering how they shape community identity, encourage social interaction, enhance livability, and promote environmental sustainability. Throughout the course, you will engage in hands-on exercises and collaborative projects to develop practical skills in analyzing, conceptualizing, and designing inclusive public spaces. You will explore innovative approaches such as participatory design, placemaking, and tactical urbanism, and learn how to integrate diverse perspectives, including those of marginalized communities, into the planning process.

**IPSL 673 Sustainable Tourism 3 CREDITS**

Sustainability is a key concept of 21st century planning in that it broadly determines the ability of the current generation to use resources and live a lifestyle without compromising the ability of future generations to do the same. Sustainability affects our environment, economics, security, resources, health, economics, transportation and information decision strategy. It also encompasses decision making, from the highest administrative office, to the basic community level. This course will cover many aspects of sustainable tourism across a range of the topical fields involved in researching or implementing sustainable tourism projects. The major topics to be discussed include general knowledge of tourism and sustainability and operations and marketing for sustainable tourism. Discussions will aim to bring understanding of alternative forms of tourism such as ecotourism and community-based tourism and "pro-poor" tourism approaches. Students can direct their focus to particular interests such as community engagement, cross-cultural education and communication, volunteer development and management, etc.

**IPSL 680 History Ethics International Development 1 CREDIT**

This course examines the history, current state, and emerging trends in international development and global service-learning. Topics addressed will include historical roots (including an overview of international volunteerism, international education, and international aid/development), current statistics, individual/organizational/institutional motivations and benefits, effective practices and trends, and ethical and philosophical issues relevant to modern international development and global engagement.

**IPSL 681 Global Participatory Action Research 1 CREDIT**

This course introduces students to different research approaches used by social scientists to systematically understand social phenomena. Students will gain the knowledge necessary to analyze, understand, and engage in social/behavioral science research as well as learn the basic framework and skills required to design and implement a research study. Particular attention will be paid to Community Engagement and Participatory Action Research goals, ethics and techniques as well as the nuts and bolts of designing a research protocol that is ready for IRB submission and review. Students will develop a research question and write a draft protocol to completion.

**IPSL 682 Study Abroad Re-Entry 3 CREDITS**

During this hands-on re-entry learning and practice course, students will present on their personal challenges and opportunities, summarize their culminating projects, learn practices for personal goal development, explore strategies for continued professional development and career advancement and share resources.

**IPSL 690 Culminating Project/ Thesis 1 to 6 CREDITS**

The culminating project/thesis course is a comprehensive endeavor that allows students to showcase their academic achievements and mastery of their chosen field of study. In this course, students may undertake an in-depth research project and/or creative endeavor that embodies their years of learning and skill development. They employ a multidisciplinary approach, combining theoretical knowledge with practical applications, and produce a substantial written document or creative output. The project serves as a culmination of their educational journey, demonstrating their ability to think critically, conduct independent research, and contribute meaningfully to communities around the globe.

**(MACC)**

**MACC 602 Information Tech Business Environment, Environment 2 CREDITS**

This course explores the use of information technology in both the domestic and global business community. Special emphasis will be placed on IT security, networks, electronic commerce, and internal reporting. This course must be taken concurrently MBA 630C.

**MACC 603 Financial Accounting Research 2 CREDITS**

This course focuses on the creation of financial reports in a global community. Special emphasis will be placed on the differences between IFRS and GAAP. The course will also explore the topics of consolidations, derivatives, hedging, leases, employee benefits, and contingencies. This course must be taken concurrently with MACC 604.

**MACC 604 Governmental and Nonprofit Accounting 2 CREDITS**

This course focuses on the creation of financial reports in a global community. This course will focus primarily on the regulatory environment governing the reporting of financial information for both governmental entities and non-for-profit organizations. This course must be taken concurrently with MACC 603.

**MACC 608 Auditing and Attestation 2 CREDITS**

This course studies the audit and attestation functions performed by professional accountants. The course will closely examine the responsibilities of the auditor, including risk assessment, audit planning, and the evaluation of internal controls. Students will have the opportunity to consult with a local business on the audit of internal controls.

**MACC 611 Advanced Federal Taxation 2 CREDITS**

This course surveys a variety of advanced federal tax topics related to individuals including property dispositions, wash sales, original issue discounts, self-employment tax, and estate, trust, and gift taxes. By the end of this course, students will be able to analyze these tax issues and complete the related reporting requirements. Course will be offered Spring Block 1.

**MACC 612 Accounting Analytics 2 CREDITS**

This course provides graduating accounting students with an introduction to data analytics as used in the accounting profession. The course will cover accounting data integration methods and programs. This course will also focus on decision making using data analysis.

**MACC 620 Accounting Ethics 2 CREDITS**

This course focuses on the ethical decisions accountants face during the recording, reporting and auditing of financial information and the legal environment in which business operates. Particular emphasis will be placed on the professional responsibilities assumed by CPAs and other professional accountants.

**MACC 621 Tax Planning & Compliance for Individual 2 CREDITS**

This course surveys a variety of federal tax topics related to individuals, their businesses and the transfer of their wealth including property dispositions, capital gains and losses including wash sales, original issue discounts, taxation of miscellaneous income, self-employment tax, and estate, trust, and

gift taxes. Offered Spring semester. Prerequisites: Admission to the Masters of Accountancy program.

**MACC 622 Taxation of Corporations I 2 CREDITS**

This course will introduce students to the federal taxation of corporations and shareholders and related topics including corporate income tax, penalty taxes on undistributed corporate income, control groups, affiliated corporations, corporate formation, capital structure, dividends and other non-liquidating distributions.

**MACC 623 Taxation of Corporations II 2 CREDITS**

This course will explore advanced topics of the federal taxation of corporations and shareholders including tainted stock, stock redemptions, liquidations, taxable acquisitions, reorganizations, introduction to S conversions, and transition issues raised by changing from a C corporation to and S corporation and vice versa. Offered Spring semester. Prerequisites: Admission to the Masters of Accountancy program.

**MACC 624 Taxation of Pass-Through Entities I 2 CREDITS**

This course will introduce students to the federal taxation of partnerships, partners and S-corporations and related topics including partnership formation, acquisition of partnership interests, operations, cash and property distributions. Offered Spring semester. Prerequisites: Admission to the Masters of Accountancy program.

**MACC 625 Taxation of Pass-Through Entities II 2 CREDITS**

This course will explore advanced topics of the federal taxation of partnerships, partners including partnership liabilities, transactions between partnerships and partners, disguised sales and exchanges, optional basis adjustments, disproportionate distributions, retirement/death of a partner, and termination of a partnership. Offered Spring semester. Prerequisites: Admission to the Masters of Accountancy program.

**MACC 630 Federal Taxation of S-Corporations 2 CREDITS**

This is an introductory course to the federal taxation of sub-chapter S corporations. Topics for this course include eligibility requirements; how to make sub-chapter S elections; state tax issues; trusts that qualify as S corporation shareholders; S corporation accounting and reporting; allocation of income, losses, deductions; adjustments to basis; and distributions and accumulated adjustments account.

**MACC 650 Corporate Governance 1 CREDIT**

This course explores the recording and reporting of financial information to assist management with planning and control issues. Special emphasis will be placed on the global, microeconomic, and macroeconomic environment in which businesses operate. Students will study how to use accounting to control business operations (and mitigate risk) in this dynamic environment. This is an instructor-guided online course, with a set study plan to complete the materials for the Business Environment and Concepts (BEC) section of the CPA exam by the end of the semester.

**MACC 651 Financial Accounting and Reporting 2 CREDITS**

This course focuses on the creation of financial reports in the global community. Students will study the financial accounting rules that govern the measurement, recording, and reporting of financial transactions of publicly-traded companies. The course will also explore the topics of consolidations, derivatives, hedging, leases, employee benefits, and contingencies. This is an instructor-guided online course, with a set study plan to complete the materials for the Financial Accounting and Reporting (FAR) section of the CPA exam by the end of the semester.

**MACC 653 Advanced Audit 1 CREDIT**

This course studies the audit and attestation functions performed by professional accountants. The course will closely examine the gathering and evaluation of audit evidence, including the use of computerized audit programs. The course will also cover the various type of reports issued in an audit or attestation engagement. This is an instructor guided online course, with a set study plan to complete the materials for the Auditing and Attestation (AUD) section of the CPA exam by the end of the semester.

**MACC 655 Forensic Acct & Financial Investigations 2 CREDITS**

This course covers concepts, skills, and hands-on practical experience required to navigate successful financial investigations and forensic accounting engagements. Students will be introduced to common fraud schemes, differences between forensic accounting and financial statement auditing, skills and tools utilized by forensic accountants, and the role

accountants serve within the legal environment. In addition, they will expand their ability to deal with uncertainty, appropriately research financial situations, and critically evaluate the potential of fraud within an organization.

**MACC 656 Careers in Accounting Lecture Series 1 CREDIT**

This course provides students the unique opportunity to hear from professionals in both the accounting industry following traditional accounting paths as well as those who have used their accounting education in unique ways. Through a series of guest speakers, the class explores the various paths students may take in their careers. This series will include speakers from audit, tax, law, forensics, government, data analytics, and corporate executives.

**MACC 660 Special Topics in Accounting 1 to 3 CREDITS**

Special topics in accounting will be offered periodically under this course number.

**(MACOL)**

**MACOL 601 Found of Organizational & Social Change 3 CREDITS**

This course explores concepts of community, leadership, and social change. Through course resources, class discussions, and research in the community, students will deepen their understanding of the root causes of contemporary crises, theoretical frameworks which assist in explaining these, and ways social movements are addressing root causes and bringing about social change.

**MACOL 602 Discourse and Research Methods 3 CREDITS**

Students will develop a comprehensive understanding of social change, social movement, and critical theoretical paradigms that frame their community-based research. Students will survey a variety of qualitative research methods and have the opportunity to put these methods into practice.

**MACOL 603 Policy, Advocacy, & Community Organizing 3 CREDITS**

This course builds students' understanding of how public policies are made and develops skills in working within communities. Students will study and develop skills to be effective in influencing policies through advocacy and develop a tool kit of community organizing strategies. Students will build on their knowledge of a specific issue and the relevant actors from previous courses to develop a plan to engage in advocacy and organizing around their issue.

**MACOL 606 Envisioning Futures 3 CREDITS**

Futures thinking skills enable people to envision possible futures, prepare for them, and develop creativity, hope, and resilience during rapidly changing times. This course explores a variety of ways people are imagining and creating new futures, such as equity-centered design thinking, prefigurative movements, and arts-based approaches. The course teaches future thinking skills including research into emerging trends and drivers, imagining futures, and developing future scenarios with action-planning components.

**MACOL 608 Special Topics in Community Leadership 1 to 3 CREDITS**

A changing topics course.

**MACOL 610 Introduction to Development 1 CREDIT**

Introduces students to the basics of fund-raising, including making a case for funding and asking for a gift; several types of funding including annual funds, capital campaigns, planned giving, and special events; and working with a Board of Directors in fund-raising.

**MACOL 612 Corporate/Foundation Relations 1 CREDIT**

This course will teach students how to find possible corporate and foundation funding sources, how to write grants, and how to work with a board of directors in seeking funding from corporations and foundations.

**MACOL 614 Working with Volunteers 1 CREDIT**

This course will focus on how to develop and set up a volunteer program and how to work with volunteers. This includes identifying the need for volunteers, finding, recruiting, screening, retaining, developing and organizing volunteers.

**MACOL 616 Nonprofit Boards of Directors 1 CREDIT**

This course helps students develop their skills and knowledge to work effectively with nonprofit boards of directors. A key focus is the delineation of roles of and relationships between board members, executive directors, and staff. The course will also explore board development, board accountability, board sustainability, and effective governance.

**MACOL 618 Facilitating and Negotiating 1 CREDIT**

Skilled facilitation and collaborative decision-making processes can ignite and guide a group's passion and ideas to places they may have never imagined. Whether you find yourself in a high-stakes business meeting or a community organizing space, this class will build your toolbox of facilitation skills, allow you to reflect on yourself as a facilitator, and bring equity to the center as we explore power dynamics that show up in collaborative spaces.

**MACOL 620 Advanced Community Organizing 3 CREDITS**

This course enables students to develop their skills in community organizing through study and practice with a community group. Students will assess their current skills and knowledge, develop a learning contract for the semester, participate in an organizing role with an existing community group, evaluate their effectiveness, and share their findings with classmates.

**MACOL 622 Program Planning and Evaluation 3 CREDITS**

This course teaches the processes of planning and evaluating development, social service, and educational programs. Students will develop their skills in the negotiation and design processes of planning, setting up data collection processes that enable data-driven decision making, and evaluating programs and using evaluation results for program improvement. The course helps students understand ethical and political issues in program planning and evaluation. Prerequisite: MACL 603.

**MACOL 624 Leadership, Conflict & Change 2 CREDITS**

This course introduces students to research and theorizing on processes of organizational change and development. Students will develop skills in leading such processes, along with developing skills for leading in situations of conflict. Students articulate their working philosophy of leadership and change.

**MACOL 626 HR Equity & Compliance Practices 2 CREDITS**

This course covers legal requirements for compliance in Human Resources practices relating to equity in the workplace. Topics covered will include state and federal regulations, key business practices to consider, responding to complaints, and strategies for ensuring compliance. Students will learn the importance of best practices for compliance in building an equitable and inclusive workplace.

**MACOL 630 Community Leadership: International, Contexts 2 CREDITS**

Students travel outside the U.S. to explore 1) the work of grassroots and nongovernmental organizations, 2) leadership and development models in other cultures, and 3) the connections between the U.S. and other countries on issues such as immigration and trade. Instructor permission required.

**MACOL 636 Arts, Culture, and Communities 2 CREDITS**

This course explores the vitality in communities and the unique role that culture plays. The course examines the dynamic relationships between artists, cultural organizations, and communities and ways that culture can be a catalyst, convener and/or forum for economic, social, environmental, civic and cultural development. Students will develop an understanding of how professionals, organizations, individuals, etc. are incorporating innovative culturally-based processes in diverse settings that can help inform their community work.

**MACOL 639 Neuroscience of Trauma 3 CREDITS**

This class will serve as an introductory course in the biological bases of human behavior with a specific focus on developmental childhood trauma and PTSD. Topics will include an overview of central nervous system structure, brain function and development, and include an introduction to emotional and cognitive processing in the brain.

**MACOL 640 Trauma-Responsive Organizations 2 CREDITS**

This course will teach principles of trauma-responsive practices. Students will investigate traditional practices, policies, and structures found within a variety of organizations and critically analyze how they impact the success of youth and adults who have experienced individual and collective trauma. Students will learn strategies that organizations can use to reduce activating trauma-

reactions among constituents and employees and ways organizations can be proactive in creating internal and outward practices that foster inclusion and equity.

**MACOL 642 Foundations of Restorative Justice 3 CREDITS**

This course will examine current practices in policing, adjudication, incarceration, and conflict resolution both nationally and locally, and explore the efficacy of restorative justice practices as an alternative to punitive discipline, community exclusion, and incarceration. Through site visits, interviews with individuals working within the legal system, the examination of case studies, and participating in restorative justice circles, students will examine the impact that these practices can have on individuals and communities and make suggestions for real-world change.

**MACOL 643 High Performing Organizational Cultures 2 CREDITS**

Every organization has a culture. This culture can either enable or hinder organizational success. In this course, we will work with a number of tools that will help you understand what you do and perhaps do not know about your organization's culture; assess your organization's culture and identify areas for improvement; think strategically about the possibilities of organizational culture change; and identify specific action steps you can and should take to move your organization along the journey of being a high-performing organizational culture.

**MACOL 654 Organizational & Leadership Communication 3 CREDITS**

Provides a broad survey of communication-based perspectives on organizational topics with an emphasis on leadership communication practices. Within the context of an organizational setting, students explore situations in which to apply specific leadership styles with regard to various topics (for example, ethics, power, persuasion, crisis, and teamwork).

**MACOL 655 Intercultural and Global Communication 3 CREDITS**

Develops an understanding of strategies that facilitate effective communication with diverse cultures in various contexts through the exploration of theories and frameworks of intercultural, cross-cultural, and co-cultural communication.

**MACOL 656 Integrated Marketing Communication 3 CREDITS**

Analyzes target audiences, types of messages, segmentation strategies, evaluation plans, and associated collateral material to determine how to most effectively distribute messages to target markets. The focus is on integration (or synthesis) of marketing communication with strategic marketing.

**MACOL 658 Managing Issues in Crisis 1 CREDIT**

Focuses on raising awareness of how the management of public information impacts the origination and outcome of issues and crises. Students become acquainted with the nature of issues and crises, are introduced to some of the tools that can be used in managing information intended to advocate for or defend positions, and become more discerning observers/participants in the news.

**MACOL 662 Social Media Marketing 1 CREDIT**

Provides students with the fundamentals of using social media in marketing. The class covers strategies for creating campaigns, measuring performance, gathering and engaging fans/followers, and creating media content for social media and blogs.

**MACOL 665 Internship 1 to 4 CREDITS**

An internship enables students to develop skills and expertise in an area of interest and to explore possible career or job paths. Students arrange an internship with an organization or agency, complete the application process through the Career Center, and complete regular reflection assignments. This course may be used to fulfill Curricular Practical Training requirements. This course is repeatable for credit.

**MACOL 668 Directed Studies 1 to 3 CREDITS**

Consent of instructor required to pursue a special topic of interest. Prior to registration, a plan of study must be submitted for approval by the director of the program. This course is repeatable for credit.

**MACOL 670 Research Extension 1 CREDIT**

This course extends the MACL Capstone Project sequence coursework, enabling students to deepen their research projects and further develop their

skills in conducting academic research. Projects in the course may include finding and evaluating academic literature, academic writing, synthesizing and analyzing data, learning additional data collection methods, and preparing manuscripts for publication. Course meets on-line in a directed study format and may be repeated.

**MACOL 679 Capstone Project Development 3 CREDITS**  
Students will design a final research project, creative project, or internship which integrates the knowledge and skills learned throughout the program and which benefits a community organization or effort. Students will plan the project in consultation with a faculty member and an outside professional.

**MACOL 680 Capstone Project 3 CREDITS**  
Students complete the capstone project designed in MACL 679 and present final results. Completion of program portfolio required.

**(MAT)**

**MAT 600 Culture, Family, and Community 3 CREDITS**  
This course focuses on family and community engagement in school. Using the concept of Funds of Knowledge, prospective teachers explore the abundant knowledge that schools can learn when they engage families. They explore how students bring funds of knowledge from their homes and communities for classroom concept development and building classroom community. Ideas for developing classroom communities that promote trust and encourage dialogue are emphasized.

**MAT 602 Foundations of Ed in a Diverse Society 3 CREDITS**  
This course is designed to introduce students to educational theories and philosophies with the goal of bridging theory to practice. Students will examine, integrate, and apply various dynamics and principles of learning theories to practical classroom environments. Emphasis is placed upon the joining of learning theory and instructional practice, as a means to personal transformation of teacher professionals. The readings will guide students toward understanding a critical perspective on the sociology of schooling. An exploration of how schools have evolved, the political, economic, and social forces that shape those schools today, and the major issues facing public educators. An examination of the way schools operate in relation to race, class, gender, and sexual orientation. The course helps students understand a variety of philosophical systems that shape public education and guides students to articulate their own philosophy about teaching and learning.

**MAT 603 Clinical Student Teaching 5 CREDITS**  
Provides mentored classroom experience under the supervision of a certified secondary teacher. Placement requires observation, participation in, and direct responsibility for classroom work and conferences with the mentor teacher and college supervisor.

**MAT 605 Tchng Exceptnl Learnrs in Inclusv Clsrms 3 CREDITS**  
This course is designed to provide an examination of the professional roles and responsibilities of general educators and special educators in K-12 schools. These roles require an understanding of the salient topical issues impacting exceptional learners as well as issues surrounding general and special education classrooms. High leverage practices (HLPs) supported by research evidence will also be introduced in this course. These HLPs have significant potential for improving academic and behavioral outcomes for exceptional learners in inclusive classrooms.

**MAT 607 Student Teaching Seminar 1 CREDIT**  
This seminar provides a forum for teacher candidates to share information, address concerns, and network with supportive peers and faculty members during their student teaching. Additional foci on the teacher candidates' capstone assessment and career guidance are also provided.

**MAT 610 Managing the Inclusive Classroom 4 CREDITS**  
Students will examine, integrate and apply various dynamics and principles of classroom management to practical classroom environments. This course will prepare prospective secondary teachers to create a personal classroom management plan, analyze their own teaching and conduct action research. Discipline, interpersonal relationships, classroom climate, home and parent involvement, conflict resolution, restorative discipline and providing meaningful opportunities for student voice will be addressed. Prerequisite: MAT 600.

**MAT 611 Curriculum Design and Management 3 CREDITS**  
This course covers the principles and practices of secondary school teaching. Included are instructional methodologies, management techniques, strategies, approaches, and philosophies that are workable in today's middle and high schools.

**MAT 612 Secondary Methods Seminar 2 CREDITS**  
Through synchronous class sessions and asynchronous field work tasks, this seminar provides a forum for discussion on the linkages and curriculum threads among the methods courses. It provides opportunities for team presentations on their burgeoning teaching skills, career preparation for obtaining a professional teaching position, and exploration of how Professional Learning Communities(PLCs), the Utah State Legislature and school boards impact their teaching.

**MAT 613 Secondary General Methods and Assessment 4 CREDITS**  
This course provides educators with the opportunity to reflect on their classroom assessment beliefs and practices. Formal discussions focus on the selection, design, administration, and interpretation of a variety of assessment methods. It will examine the use of assessment results to make instructional decisions, plan instructional activities, and develop appropriate grading practices. Discussions are designed to stimulate thought and provide specific opportunities through which teachers can develop effective assessment practices. Prerequisite: MAT 611.

**MAT 614 Content Lit for Diverse Lang Learners 4 CREDITS**  
This course provides students with a pedagogical and dynamic background in the field of literacy and applications in content areas and in the instruction of Diverse Language Learners. Students will encounter a socioculturally nuanced/multimodal definition of literacy that includes reading, writing, listening and speaking. Theory, research, and practice as presented in the current scholarly and professional literature will serve as a foundation/ resource for students in the course. Students will read texts and learn content area reading and language learning strategies in order to explore the relationship between research and practice. Students will also read and discuss content area-specific information, or disciplinary literacy; sheltered instruction for DLLs, and the integration of technology. Prerequisite: MAT 600.

**MAT 615 Secondary Student Teaching 6 CREDITS**  
Provides mentored classroom experience under the supervision of a certified secondary teacher. Placement requires observation, participation in, and direct responsibility for classroom work and conferences with the mentor teacher and college supervisor.

**MAT 616 Methods of Teaching Secondary School,History and Social Science 3 CREDITS**  
This course covers principles, methods, and materials, from both a theoretical and a practical perspective, for teaching secondary history and social science. Prerequisite: MAT 600.

**MAT 617 Methods of Teaching Secondary School,Science 3 CREDITS**  
This course will prepare secondary teachers in the use and understanding of the scientific method and inquiry based learning. In addition students will learn curriculum planning, development, and assessment.

**MAT 619 Methods Teach Secondary School English 3 CREDITS**  
Preparation for secondary and elementary teaching majors and minors to each English in a culturally rich school setting. Includes methods of teaching language, grammar, composition and literature. Prerequisite: MAT 600.

**MAT 621 Methods of Teaching Secondary School Art 3 CREDITS**  
This course is an overview of the methods of secondary art education. It explores the content areas of art education (studio art, art criticism, art history and aesthetics) as well as teaching approaches. This course is a hands-on methods course in which students are required to design and implement secondary level art lessons and experiences.

**MAT 622 Methods Teach Secondary School Math 3 CREDITS**  
An overview of methods employed in teaching mathematics at the secondary level. Students develop understandings of what it means to be a math teacher as they work with school mentors.

**MAT 624 Methods Teach Secondary School Language 3 CREDITS**

This course is designed to give students new ideas and approaches for teaching the four language skills and to establish and maintain effective classroom communities of foreign language learners. The course will emphasize learner differences, cognitive development, and learning styles along with the different modes of language assessment.

**MAT 625 Methods Teach Secondary School Fine Arts 3 CREDITS**

This class explores the culture of what it means to be a teacher of theatre and/or music in a secondary school. The focus is primarily on the practical aspects of teaching these disciplines including exploring interconnections between the discipline and classroom management, assessment techniques, lesson planning, and the use of rubrics to assess teacher effectiveness and student learning. Prerequisite: MAT 600.

**MAT 626 Special Topics in Master Arts Teaching 1 to 3 CREDITS**

A changing topics course.

**MAT 630 Elem Instruct Dsgn, Pract, Plcy: DLL Emp 3 CREDITS**

Students will design integrated, thematic curriculum that is developmentally appropriate for K-6 students. Family-to-school bridge building is addressed with emphasis on building multilingual and cross-cultural connections. Emphasis will be given to understanding the roles educators play in recognizing the knowledge and skills to effectively organize and implement instruction for Diverse Language Learners (DLLs) in their classroom. In this course, we will explore current political, socio-cultural and instructional contexts for teaching in public schools. Students will learn multiple strategies for teaching subject matter content and addressing content standards.

**MAT 631 Math for Elementary Teachers 2 CREDITS**

This course is a concept-oriented exploration of selected mathematical topics from the main mathematical strands of early childhood and elementary education. The emphasis is on developing underlying conceptual and relational understandings of these topics and becoming familiar with models for teaching these concepts in the early childhood and elementary classrooms. Students will examine how concepts connect and grow across the K-6 grade levels.

**MAT 632 Science Methods 3 CREDITS**

Stimulates thinking about various methodologies used in elementary science education by exploring and questioning our preconceived ideas through hands-on, inquiry-oriented experiences, discussions, readings, and field work in the classroom. This course will prepare you to use and understand the scientific method, curriculum planning, curriculum development, and alternative methods of assessment.

**MAT 633 Elementary Mathematics Methods 3 CREDITS**

Examines current directions in how students learn mathematics in order to promote thinking about best practices for teaching K-6 children mathematics. The emphasis is on understanding a variety of instructional practices, assessment strategies, and curriculum development to plan for effective teaching and learning.

**MAT 636 Social Studies Methods 3 CREDITS**

This course covers principles, methods, and materials, from both a theoretical and a practical perspective, for teaching social studies in the elementary school. It explores the six disciplines of social studies (history, geography, economics, government, sociology, and anthropology), and the interdisciplinary nature of a social studies education.

**MAT 637 Creative Arts Methods 3 CREDITS**

This course will introduce prospective early childhood and elementary teachers to the value of incorporating the arts into the classroom. Methods, resources and materials in four areas of the arts (visual art, music, creative movement/dance, and drama) will be explored. This class is designed to involve prospective teachers in developing ways of teaching the creative arts in the elementary classroom setting.

**MAT 639 Elementary Student Teaching 6 CREDITS**

Provides mentored classroom experience under the supervision of a certified elementary teacher. Placement requires observation, participation in, and direct responsibility for classroom work and conferences with the mentor

teacher and college supervisor. This course is offered on a credit/ no credit basis.

**MAT 640 Elementary Classroom Management 3 CREDITS**

Students will examine, integrate and apply various dynamics and principles of classroom management to practical elementary classroom environments.? Discipline, interpersonal relationships, classroom climate, home and parent involvement, conflict resolution, restorative discipline and providing meaningful opportunities for student voice will be addressed

**MAT 642 Elementary Classroom Assessment 2 CREDITS**

This course prepares teacher candidates to use data from their own classroom assessments and from standardized tests to improve student learning. Teacher candidates will learn to align their assessments with Utah Core Standards and student learning goals. The purpose of both formal and informal assessments will be studied with emphasis on formative assessment and ways to use student data to improve instruction. Teacher candidates will also learn how to administer, graph, and interpret the results of curriculum-based measurements, and to interpret the results of standardized tests.

**MAT 660 Directed Studies 1 to 3 CREDITS**

Consent of instructor required to pursue a special topic of topic of interest. Prior to registration, a plan of study must be submitted for approval by the director of the MAT Program. Requires permission of course instructor and school dean. This course is repeatable for credit.

**MAT 663 Literacy Foundations, Assessment, Instru 3 CREDITS**

Research-based literacy assessments, processes, and instructional practices will be studied and then practiced in the field. In addition to a K-6 classroom field placement, a 15-hour assessment and intervention experience with a struggling reader is required. Prerequisite: MAT 630.

**MAT 664 Reading and Language Arts 3 CREDITS**

Provides contact with lessons, materials, methods, research, and theory for the elementary teaching in language arts skills and strategies for application in the K-8 classroom. We examine various instructional strategies and adaptations in language arts for all learners through critical text readings, shared experiences, field placement, demonstrations, hands-on activities, and active student inquiry and participation.

**MAT 669 Literacy Assessment and Intervention 1 CREDIT**

This course explores the current research on best practices regarding curriculum and instruction for students with mild to moderate disabilities in K-6 settings. Students learn to apply interventions that assist students with learning difficulties in reading, math, and written and oral expression. Students also learn to use instructional and assistive technologies to enhance the learning of students with disabilities. Students are required to spend twenty clock hours in a field placement. Prerequisite: MAT 605; co-requisite: MAT 673.

**MAT 672 Methods of Instruction and Curriculum,for 7-12 Special Education II 3 CREDITS**

This course explores the current research regarding methods to serve students with disabilities in the general education classroom. Students learn to apply learning strategies to reading, writing, mathematics, and study skills. Students also develop transition programs and learn to use instructional and assistive technologies to enhance the learning of students with disabilities. Students are required to spend twenty clock hours in a field placement. Prerequisites: MAT 605, 671, 673; co-requisite: MAT 674.

**MAT 674 Special Education Behavioral Supports 3 CREDITS**

This course is designed to explore theories and their application to create effective environments for students with behavioral challenges. Specifically, the course will focus on the integration of methods and techniques for addressing the behavioral, academic, and social development of students in special education. Prerequisites: MAT 605; co-requisite: MAT 672.

**MAT 676 Student Teach SPED: Mild/Mod 4 to 6 CREDITS**

Supervised teaching in selected high-incident or mild/moderate special education programs in an elementary or secondary school. Prerequisites: SPED methods courses must be complete so that a petition can be granted to register. There is a \$100 student teaching fee. This course is offered on a credit/no credit basis.

**MAT 677 Facilitating Services Across Disciplines 3 CREDITS**

This course introduces students to the variety of management issues that are prevalent for special educators. Students will learn various approaches to co-teaching, scheduling services, working with service and support personnel, and utilizing assistive technology.

**(MBA)****MBA 548E Budgeting/Finance for Community Orgs 2 CREDITS**

This course provides basic economic, financial, and accounting tools for leaders in nonprofit organizations, social service agencies, and other community organizations. Students will learn the economic and financial principles that guide policy-making, how to conduct economic and financial analyses of proposed projects and initiatives, and how to set up and manage a budget. Students will apply these concepts to projects from their work-place and community settings.

**MBA 560E Entrepreneurship 2 CREDITS**

This course explores the entire cycle of new venture creation from concept development to cash flow; including idea generation, feasibility research, planning, funding, building a team, executing the launch, finding customers, and producing profit. The course focuses on the skills and activities of successful entrepreneurs: they know their industry, seize opportunities, work with passion and tenacity, build powerful teams, get more from less, provide phenomenal customer service, differentiate their products and services, and contribute to their communities. At the conclusion of the course students will understand the challenges of starting a business, the keys to success, and whether or not self-employment is right for them.

**MBA 600B Marketing Fundamentals 1 CREDIT**

This course provides an overview of marketing in order to clarify the role of marketing in business and society. Students will learn the elements of marketing (i.e., the 4 P's) within an organization, and the environment in which marketing occurs. The course also helps generate awareness of various firms' marketing activities and tactics.

**MBA 601B Survey of Economics 1 CREDIT**

This course explores the fundamental concepts of economics and presents the major insights of economic analysis. While economics has many facets, this course focuses on central unifying principles of economics. The course examines individual behavior as well as the collective behavior of businesses and industries, governments and countries, and the globe as a whole. Microeconomics starts by thinking about how individuals make decisions. Macroeconomics considers aggregate outcomes. The course demonstrates how the two points of view are essential in understanding most economic, social, and business phenomena.

**MBA 602B Business Quantitative Analysis 1 CREDIT**

The course explores fundamental statistical tools of analysis essential for decision-making in business. The course uses an examples-based approach to introduce fundamental concepts in statistics including data exploration, probability and probability distributions, sampling and sampling distributions, and estimation and hypothesis testing. Course materials are based on a spreadsheet program (Excel) that is used to formulate, analyze, and solve a wide variety of business problems.

**MBA 603B Financial Markets and Institutions 1 CREDIT**

This course provides the student with knowledge of global financial markets; the institutions that operate in those markets and the manner in which various markets and institutions interrelate. The course covers: types of markets and financial institutions; determinants of interest rates; the risk and term structure of interest rates; asset-backed securities; forwards, futures, options, swaps, and other derivatives; and equity markets.

**MBA 604B Financial Statement Analysis 1 CREDIT**

This course explores the concepts and application of recording, analyzing and reporting business transactions and processes for financial reporting and analysis. The course focuses on understanding published financial statements and using the information to analyze the performance and future prospects of the business.

**MBA 605C Communication and Teamwork 2 CREDITS**

In today's complex, volatile business climate, leaders must communicate skillfully and work effectively in teams. Research spanning several decades consistently has shown that leaders with strong communication and team

skills are more likely to receive job offers and promotions, and they're more successful when faced with a wide range of leadership challenges, including working in teams, coaching others, and resolving conflicts. Leaders who communicate well are more credible, and leaders with well developed team skills are more effective. This course focuses on working skillfully with teams and communicating clearly in writing, presentations, discussions, and in interpersonal situations.

**MBA 610C Data and Decision Analytics 2 CREDITS**

Data and decision analytics explores the strategic significance of statistics in developing the scientific framework for organizational decision making. The course analyzes approaches to decision making under uncertainty and problems in optimization including shadow prices and linear programming. Topics include expected monetary value (EMV), sensitivity analysis, decision trees, multivariate regression model building and diagnostics, extrapolation and model-based forecasting, exponential smoothing, Box-Jenkins ARIMA methodology, and simulation modeling, designed to facilitate aspects of organizational decisions. Prerequisite: MBA 602B.

**MBA 615C Creating Competitive Strategies 2 CREDITS**

This course focuses on strategic management principles, including the tools of strategic decision-making, basic analysis of competitive advantage, and strategy alternatives at various levels. In the course students evaluate real-world business scenarios and create recommended strategies for organizations.

**MBA 620C Managerial Economics 2 CREDITS**

Managerial economics applies economic concepts and economic analysis to the problems of formulating sound managerial decisions. The course is a thorough blending of insights from economics with business knowledge and applications. The course explores managing in competitive and non-competitive markets, quantitative analysis of demand, production and cost, theories and applications of pricing and resource allocation, contract theory, information economics, and the role of government in the marketplace. Prerequisite: MBA 601B and MBA 604B.

**MBA 625C Leadership and Decision Making 2 CREDITS**

This course is designed to increase students' understanding of human behavior in organizations and build effective leadership and decision-making skills.

**MBA 626E Lectures in Entrepreneurship 2 CREDITS**

This course brings successful entrepreneurs from the community into the classroom. Each entrepreneur will discuss critical issues relevant to his or her business: developing the idea, validating the concept, planning the venture, raising funds, building a team, launching the company, sales and marketing, customer service, growing the business, and the keys to success. Students will relate the key principles taught by each entrepreneur to research and theory they have learned in other courses, and then apply what they have learned to the creation of new ventures. This course is repeatable for credit.

**MBA 627E Social Entrepreneurship 2 CREDITS**

In this course, students will learn innovative approaches to creating and leading enterprises designed to address community issues. The course prepares students to apply management and entrepreneurial skills creatively in for-profits, nonprofits, foundations, and advocacy groups, and helps them learn to apply business management principles to social problems and opportunities. Learning approaches include cases, films, readings, and guest speakers from a variety of organizations in the community.

**MBA 628E Marketing New Ventures 2 CREDITS**

This course brings together all the topics, concepts and skills relevant to marketing new ventures. It addresses the unique issues and challenges entrepreneurs face when bringing new products and businesses to market. Students will study the marketing strategies and methods used by start-up, early-stage, and small-business enterprises. The course compares conventional marketing with entrepreneurial marketing through use of the case method.

**MBA 630C Managerial Accounting 2 CREDITS**

This course is concerned with the study and application of accounting concepts in relation to planning and control of business operations. Quantitative techniques for forecasting and budgeting and the behavioral impact of accounting systems will be included.

**MBA 634E Business Model Development 2 CREDITS**

Develops a framework for beginning an entrepreneurial firm with the focus on being and remaining innovative, starting with the business plan and continuing through the firm life cycle. Using case studies to develop successful business plans, the course specifically analyzes the market need, financing options, demand estimation, and financial forecasting. Through each phase of the planning, special emphasis is accorded to issues surrounding firm flexibility versus rigidity for maximum receptiveness to innovation. Models for the continued use of planning criteria for post start-up phases are developed and analyzed.

**MBA 635C Marketing Management 2 CREDITS**

This course is designed to provide the learners with the understanding necessary to develop and implement marketing strategies that profitably satisfy customers' needs. Through this course, learners gain knowledge and skills for effective decisionmaking, strategic planning, execution, and evaluation in a wide variety of business situations. The course addresses the importance of organizations being market-oriented in order to secure long-term and reliable revenues and profitability.

**MBA 637E Negotiations and Persuasion 2 CREDITS**

This class focuses on negotiation and persuasion principles as a basic means to go about getting what you want from others. The class is based upon the theory of rhetoric with primary focus being placed on the application of this theory to back and forth communication designed to reach agreements with others. The class will utilize videotaped simulations, role plays and actual negotiation assignments in order to develop negotiation and persuasive techniques.

**MBA 640C Executive Decision Making & Financial 2 CREDITS**

This course introduces techniques for high-level financial performance evaluation and decision-making. The course focuses on capital structure, cost of capital, investment decisions, valuation, and working capital management.

**MBA 643E High Performing Organizational Cultures 2 CREDITS**

Every organization has a culture. This culture can either enable or hinder organizational success. In this course, we will work with a number of tools that will help you understand what you do and perhaps do not know about your organization's culture; assess your organization's culture and identify areas for improvement; think strategically about the possibilities of organizational culture change; and identify specific action steps you can and should take to move your organization along the journey of being a high-performing organizational culture.

**MBA 644E Expl Innovative Organizational Cultures 2 CREDITS**

From W. L. Gore & Associates to Morning Star to Semco to Zappos, more organizations are being structured as "self-managing" or "self-organizing" systems. In this course, we will explore the workings of these exemplary organizations, and others, to try to understand the deep dynamics of high-performing self-managing organizations.

**MBA 645C Ethics and Corporate Governance 2 CREDITS**

This course focuses on the fundamentals of corporate governance, emphasizing the leader's responsibility to make ethical, legal, socially responsible decisions on behalf of the organization.

**MBA 647E Creating High Performing Teams 2 CREDITS**

Teams are a ubiquitous feature of modern organizational life, but teams serve different functions and purposes. Understanding the different types of teams and matching the team to the task are the first steps in creating high-performing teams. In this course we will consider what makes teams effective and ineffective. We will also consider those occasions when individual effort is likely to be superior to team effort.

**MBA 650C Operations Management 2 CREDITS**

In this course students will learn to explain and illustrate the purpose, importance and place of operations management in organizations. They also will be able to identify and discuss the key operational issues faced by operations managers. Finally, in the course students will learn to select and apply tools and techniques to analyze complex operational issues, and use them to develop viable courses of action.

**MBA 651E The Nonprofit Organization 2 CREDITS**

The course provides an overview of the history, development, role, auspices, organization, and purposes of nonprofit agencies in the U. S. and the global environment. Emphasis is placed on structure, planning, program, policies, organizational management, governance and stewardship, resource development, community building, advocacy, volunteer services, and problems that face nonprofits. Addresses social, political, economic, cultural and ideological issues. Group and individual projects, research on nonprofit agencies, and oral presentations will be included. Class time will include lectures, discussions, case studies, team projects and guest speakers.

**MBA 653E Internship 1 to 3 CREDITS**

Work experience in field of study or career. Prerequisite: completion of a minimum of 15 Westminster credit hours, completion of the Career Center Internship workshop, and consent of Practice Experience Coordinator and Career Center Internship Coordinator. This course is repeatable for credit.

**MBA 653ES Internship 1 to 8 CREDITS****MBA 655C High Performance Business Strategies 2 CREDITS**

This course focuses on designing organizations and leading people in ways that support particular business strategies. In the course emphasis is placed on the tools and principles most useful in eliciting high performance from individuals, teams and large groups in organizations. The centerpiece of the course is a live case study; several individuals from a local organization join the class regularly to discuss their challenges in relation to the topics covered in the course.

**MBA 656E Tax Clinic Practicum (VITA) 1 to 3 CREDITS**

This course is designed to teach students how to prepare 1040 federal returns and related schedules, state returns and related schedules, and assist taxpayers with accessing many financial resources. Students will be certified by the IRS and trained as financial advocates. Tax training includes basic tax laws, advanced tax laws, taxation of nonresident aliens, international income taxation and taxation of military tax payers and families. Students also receive ethics training related to tax preparation, cultural sensitivity training and learn client-interviewing and tax software skills. Students are required to complete the in-class training and achieve a minimum score of 80% on all related certifications prior to participating in the practicum for approximately 8-10 hours per week over the course of the semester.

**MBA 660ECC Investent Strategy and Applications 2 CREDITS**

Students in this course will be managing the \$50,000 D.A. Davidson Student Investment Fund for the academic year. MBA 660ECC is paired with MBA 660EH (offered in Spring semester) and students must enroll in both courses. The course will give students experience preparing industry/sector analyses, researching and using various investment styles, making stock selections, monitoring portfolio selections, preparing performance reports and portfolio re-balancing. The class is designed to prepare students for employment opportunities in investment research and management. The course will include materials designed to help students prepare for the Level 1 Exam for the Chartered Financial Analyst professional designation.

**MBA 660EH Investment Strategy and Applications 2 CREDITS**

Students in this course will be managing the \$50,000 D.A. Davidson Student Investment Fund for the academic year. MBA 660EH is paired with MBA 660ECC (offered in Fall semester) and students must enroll in both courses. The course will give students experience preparing industry/sector analyses, researching and using various investment styles, making stock selections, monitoring portfolio selections, preparing performance reports and portfolio re-balancing. The class is designed to prepare students for employment opportunities in investment research and management. The course will include materials designed to help students prepare for the Level 1 Exam for the Chartered Financial Analyst professional designation.

**MBA 660EML Mindful Leadership in Practice 2 CREDITS**

The key to creating environments where individuals thrive lies in a leader's ability to connect their mind with their heart in a way that increases the ability to focus, see clearly, enhance creativity, and bring out the best in others. The path to this ability is through the practice of mindful leadership. Recent neuroscience research has demonstrated mindful leadership develops a person's ability to focus, better understand issues and opportunities, connect with others, and motivate ourselves and others. This class will give students tools and practices to drive better leadership decisions that link one's rational and emotional capabilities to create alignment with an organization's purpose.

**MBA 660ERR Internet and Social Media Marketing 2 CREDITS**

No business practice has changed as much as marketing has in the last 10 years. This change has been brought about by one key factor: the Internet. This course will cover an array of topics related to social media marketing, such as: search engine optimization, social marketing best practices and strategies, Facebook advertising methods, social media policies, etc.

**MBA 665C Competing in a Global Environment 2 CREDITS**

This course focuses on global business and includes an international context tour. It provides a framework to develop strategies incorporating global influences for the firm seeking to compete globally and the firm facing competitive pressures from abroad. Economic, social, financial, demographic, diverse and multicultural environments are considered. At the end of the course, students will travel to a region outside the US for a 10-day period, analyzing as a whole the aspects of doing business in a global environment as studied in class. Course meets with MBA PRJ5.6.

**MBA 668E Directed Studies 1 to 3 CREDITS**

Independent research/readings in areas not fully covered by core or elective courses. Prerequisites: meet all MBA literacy requirements and consent of instructor and school dean. This course is repeatable for credit.

**MBA 669E Leadership 2 CREDITS**

This is an applied course in leadership from a practitioners perspective. Enhance your personal leadership by learning the power of integrity, purity of motive, trust, and respectful communication. Explore organizational behavior framework and leadership theories to create open and collaborative work environments that engage employees, develop commitment and increase satisfaction. Heighten awareness of your own personal leadership styles, strengths and weaknesses through real world business simulations and cases. Prerequisite: MBA 650C.

**MBA 670C MBA Capstone 2 CREDITS**

This course enables students to apply incorporate the full range of skills and knowledge learned in the MBA program to complete a major project that helps a company gain competitive advantage. Students choose their own capstone project usually by initiating ac completing a project within the organization in which they are currently employed. The Graduate ETS Major Field Test is administered in MBA 670C. Prerequisite: Course is taken in the student's last semester.

**MBA 675E Introduction to Data Analytics 2 CREDITS**

This course will introduce future leaders and decision makers to the current state of data analytics, from the historical development of key technological innovations, to current applications of data science within organizations. The course will review various types of data science practitioners and data analytics tools, and will discuss how to build a data culture within an organization. The course will cover new technological innovations along with how these technologies can be used by a data analytics team.

**MBA 676E Applied Data Analytics 2 CREDITS**

This course will introduce future leaders and decision makers to the most frequently used tools of data analytics, including database languages, programming languages, and visualization tools. The data types, their transformations, and their interpretations will also be emphasized. Students will use the tools covered to solve a real-world data analytics problem for an organization in the local business community.

**MBA 677E Marketing Data Analytics 2 CREDITS**

This course will cover the main digital data sources available to marketers today, as well as the analytical tools and methods used to understand that data. Technology such as Excel, R and Tableau will be incorporated into the course. Through an engaged-learning approach you will apply the material to real-world marketing problems and translate the resulting analysis into clear digital marketing recommendations using the framework of the Customer Journey. To do this effectively you must already have a working knowledge of marketing (MBA 635C) and a solid base of probability theory, descriptive statistics and regression analysis (MBA 610C). Fully worked examples will be provided so that the main focus can be on the interpretation of digital marketing data and making clear recommendations that solve the original marketing problem.

**MBA 693E Mentoring for Leadership 2 CREDITS**

In this highly interactive course, the student is mentored by a C-level professional who helps them develop the skills needed to be a transformative leader in any organization. The mentoring experience is intensive and comprehensive, where the mentee must examine their future holistically,

assess their leadership strengths and weaknesses, and learn how to fully leverage their underlying leadership abilities.

**MBA PRJ1.1 Negotiations & Confl Resolutio 1 CREDIT**

Student learners will understand the negotiation strategy, processes and outcomes. Learners will find common ground between competing differences and commit others to a course of actions and decisions that enhance outcomes. Competencies Evaluated: - Demonstrate professional communication and planning techniques.

**MBA PRJ1.2 Salary Negotiation 1 CREDIT**

Student learners will understand more about the nature of negotiations. Gain a broad intellectual understanding of the central concepts in negotiation. Improve their ability to analyze the negotiation situation and learn how to develop a strategic plan so as to improve their ability to negotiate effectively. Competencies Evaluated: - Select an appropriate strategy and tactics to complete successful negotiations.

**MBA PRJ1.3 Vendor Contracts & Negotiation 1 CREDIT**

Student learners will improve their analytical abilities and capacity to understand and predict the behavior of individuals, groups, and organizations in competitive situations. Learn how to evaluate the costs and benefits of alternative actions in the negotiation process. Develop a toolkit of useful negotiation skills, strategies and approaches. Competencies Evaluated: - Develop and prepare strategy and tactics to complete successful negotiations.

**MBA PRJ1.4 Creativity & Compet. Advantage 1 CREDIT**

Student learners will discover multiple methods of generating creative alternatives, establishing contexts that foster creativity, and deciding which alternatives are best suited for each problem. They will also learn the importance of developing an organization's mission, vision, values and goals. Competencies Evaluated: - Develop the mission, vision, values and goals of an organization.

**MBA PRJ1.5 Internal Organization 1 CREDIT**

Student learners will understand what organizational resources and capabilities are most likely to contribute to sustainable competitive advantage. They will also learn the four essential activities of an organization and how they are linked to business level strategy. Competencies Evaluated: - Use appropriate analytical tools (quantitative and qualitative) to evaluate problems and solutions.

**MBA PRJ1.6 External Environment 1 CREDIT**

Student learners will discover what forces external to the organization may affect the strategy and competitive advantage of the firm. They will do research to determine the opportunities and threats to the well-being of the organization. Competencies Evaluated: - Explain how social, legal, economic, political, and technological trends (SLEPT) affect the strategy development process.

**MBA PRJ1.F Present & Defense Bus Strategy 1 CREDIT**

Student learners will develop a business level strategy and determine factors that will result in the success of that strategy. Furthermore, they will recommend and defend proposals for how the company should move forward based on external and internal strengths, weaknesses, opportunities and threats. Competencies Evaluated: - Evaluate personal and organizational performance using performance metrics, industry standards, and/or organizational goals.

**MBA PRJ1.T Manage Teams for Performance 1 CREDIT**

Student learners will participate as part of a team project to identify an organizational opportunity to achieve specific results and lead appropriate change within the organization. Competencies Evaluated: - Identify a team project to achieve specific results and help to facilitate appropriate change within the organization.

**MBA PRJ2.1 Data Analysis 1 CREDIT**

Student learners will use statistical and analytical techniques to interpret data and make strategic marketing recommendations. Competencies Evaluated: -Interpret quantitative information to evaluate relevance, implications, and magnitude.

**MBA PRJ2.2 Pricing Strategy 1 CREDIT**

Student learners will evaluate the factors that affect pricing decisions and analyze markets as a means of setting optimal prices. Competencies



Evaluated: - Select pricing decisions and strategic choices based on data analysis.

**MBA PRJ2.3 Product Portfolio 1 CREDIT**

Student learners will create product portfolios and assess the competitive landscape to be able to develop effective positioning strategies. Competencies Evaluated: - Analyze a company's product mix and make strategic recommendations.

**MBA PRJ2.4 Market Research 1 CREDIT**

Student learners will design, conduct, and analyze a survey to address key research questions and make strategic recommendations. Competencies Evaluated: - Analyze and assess consumer attitudes and behaviors.

**MBA PRJ2.5 Promotional Strategy 1 CREDIT**

Student learners will develop a CRM (Customer Relationship Management) proposal for a company and metrics that can be used to track performances. Competencies Evaluated: - Analyze and recommend appropriate integrated marketing communications based on data analysis.

**MBA PRJ2.6 Globalization 1 CREDIT**

Student learners will discuss how environmental factors influence marketing decisions, and process associated with companies moving their products to international markets. Competencies Evaluated: - Analyze how major social, legal, economic, political, and technological (SLEPT) trends and events influence global firms and inform the strategy development process.

**MBA PRJ2.F Develop a Marketing Plan 1 CREDIT**

Student learners will develop a marketing plan that demonstrates the understanding of the market and identify objectives that can create value for a company. Competencies Evaluated: - Develop a strategic marketing plan based on competitive advantage.

**MBA PRJ2.T Team Management & Communication 1 CREDIT**

Student learners will demonstrate expertise in working within teams and developing effective oral and written communication skills. Competencies Evaluated: - Demonstrate effective communication that illustrates clarity in ideas, reasoning, and content as part of a team project assignment.

**MBA PRJ3.1 Organizational Performance Measures 1 CREDIT**

Student learners will develop SMART performance measures that support the vision and mission of the organization and identify metrics that determine value for key stakeholders, including: shareholders, customers, employees and strategic partners. Competencies Evaluated: -Support the vision/mission of an organization utilizing appropriate analytical tools (quantitative and qualitative).

**MBA PRJ3.2 Lead Process Improvement 1 CREDIT**

Student learners will evaluate and create a process improvement plan for an existing organizational process and utilize key process evaluation tools that demonstrate continuous improvement and quality management on an organizations' production and distribution system. Competencies Evaluated: - Demonstrate continuous improvement and quality management on an organization's production and distribution system.

**MBA PRJ3.3 Financial Analysis & Reporting 1 CREDIT**

Student learners will review the financial statements of an organization and evaluate the overall financial condition and organizational performance compared to the previous period. Competencies Evaluated: - Examine the financial statements of an organization and compare the financial condition and performance of the organization with the previous fiscal or calendar period.

**MBA PRJ3.4 Evaluate Financial Performance 1 CREDIT**

Student learners will determine why and how an organization creates value for its stakeholders and utilize key performance metrics to evaluate organizational performance for shareholders, customers, employees and strategic partners. Competencies Evaluated: - Evaluate why and how a firm creates value for its stakeholders using financial performance measures.

**MBA PRJ3.5 Industry Comparative Analysis 1 CREDIT**

Student learners will conduct a comparative analysis for an organization within an industry context and address how national and international markets affect organizational performance. Competencies Evaluated: - Develop a comparative analysis for an organization within an industry context

and address how national and international markets affect organizational performance.

**MBA PRJ3.6 Developing a Financial Forecast 1 CREDIT**

Student learners will prepare forecasted financial statements and use these statements to analyze, compare, and select an appropriate project or opportunity and determine the best sources of capital to fund the project or opportunity. Competencies Evaluated: - Create forecasted financial statements and use these statements to analyze, compare, and select the appropriate project or opportunity.

**MBA PRJ3.F Develop a Financial Budget & Plan 1 CREDIT**

Student learners will develop a financial plan, based on competitive advantage, to fulfill the vision/mission of an organization.

**MBA PRJ3.T Lead Team Process Improvement 1 CREDIT**

Student learners will participate as part of a team project to identify an organizational opportunity to achieve specific results and lead appropriate change within the organization. Competencies Evaluated: - Select and manage a team project to achieve specific results and help to improve organizational performance.

**MBA PRJ4.1 Managing in a Global Environment 1 CREDIT**

Student learners are required to demonstrate understanding of differences in cultural and global context from a management capacity and select strategies for addressing global cultures and norms. Competencies Evaluated: - Compare and contrast differences in management and leadership based on cultural and global differences and perspectives.

**MBA PRJ4.2 Leadership Evaluation 1 CREDIT**

Student learners will be required to evaluate the leadership style and communication ability of a leader from their personal experience. Three analytical frameworks will be used to guide an in-depth analysis. Competencies Evaluated: - Evaluate and identify the skills required for the leadership role within an organizational context.

**MBA PRJ4.3 Ethics & Social Responsibility 1 CREDIT**

Student learners will examine ethical and social responsibility from an organizational perspective and evaluate overall company effectiveness from a personal, company and societal perspective. Competencies Evaluated: - Differentiate between personal, ethical and corporate social responsibility within a particular organizational context.

**MBA PRJ4.4 Corporate Structure 1 CREDIT**

Student learners will be required to analyze a company's organizational structure, procedures and culture to develop an opinion of the company's organizational effectiveness. Competencies Evaluated: - Evaluate the effectiveness of organizational structure, procedures and culture relative to a company's operational, tactical and strategic effectiveness.

**MBA PRJ4.5 Analysis of Bus Level Strategy 1 CREDIT**

Student learners will be required to identify and analyze a company's current business level strategy and compare it with an example of a failed company strategy. Competencies Evaluated: - Evaluated an organization's competitive advantage relative to its mission and vision.

**MBA PRJ4.6 Leadership Improvement 1 CREDIT**

Student learners will be required to evaluate their own strengths and weaknesses as a leader. Once the analysis is completed, develop a strategy for personal leadership development and improvement. Competencies Evaluated: - Develop a strategy and plan for personal leadership development and improvement.

**MBA PRJ4.F Develop an Operating Plan 1 CREDIT**

Student learners will develop an operating overall business or commercial plan that supports the vision and mission developed by the learner. Competencies Evaluated: - Develop and implement an operating strategy to support a business plan for an organization.

**MBA PRJ4.T Strategy Implementation 1 CREDIT**

Student learners will work in a team as consultants to one of their employers. The assignment is to find a project for that company that the team can develop a strategy and implementation plan to add value to the company. Competencies Evaluated: -Assemble a team to effectively manage a team project that addresses organizational strategy and an implementation strategy that adds value to the organization.

**MBA PRJ5.1 Industry & Company Analysis 1 CREDIT**

Student learners will analyze industry trends in order to develop a concise proposal for a new business (or a substantial expansion of a current enterprise). Industry analysis includes market size and potential, relevant trends, and profiles of related industries; proposals outline unique qualifications and business rationale. Competencies Evaluated: - Select relevant information for purposes of developing a business plan or expansion of a current enterprise.

**MBA PRJ5.2 Customer Analysis & Marketing Plan 1 CREDIT**

Student learners will analyze, define the value proposition of the firm, and will profile the target customer at different levels (ideal customer and total addressable market). Learners will also create marketing strategies and outline step-by-step implementation plans for creating value to attract and retain these customers. Competencies Evaluated: - Develop a marketing strategy that supports the business plan or expansion of a current product or service for a current enterprise.

**MBA PRJ5.3 Competitor Strategic Analysis 1 CREDIT**

Student learners will analyze, define and profile the competitive landscape at different levels (direct and indirect competition). Learners create strategies and outline step-by-step implementation plans for responding to competitive pressures. Students analyze and potentially re-consider stated mission, vision, values, and goals in relation to the wider competitive landscape. Competencies Evaluated: - Formulate recommendations that address issues that support organizational strategy and performance and respond to competitive threats and opportunities in support of a business plan or expansion of a current enterprise.

**MBA PRJ5.4 Company Operations Plan 1 CREDIT**

Student learners identify key processes and operational inputs and outputs, business milestones, and operational priorities. Learners outline specific steps to achieve operational efficiency and demonstrate understanding of organizational linkages and dependencies. Learners also engage in project mapping and scenario planning. Competencies Evaluated: - Develop recommendations, based on a comprehensive analysis, regarding the organization's product and/or service in support of a business plan or expansion of a current enterprise.

**MBA PRJ5.5 Firm Financial Analysis & Plan 1 CREDIT**

Student learners will apply critical financial concepts of literacy, reporting, analysis, performance and forecasting and apply these concepts in planning the financial operations of an organization. Underlying assumptions and financial data in support of a sales forecast, cash budget and pro forma financial statements will be developed. Further, learners will identify sources of capital and consider time value of money when prioritizing financial milestones and making projections. Competencies Evaluated: - Develop forecasted financial statements and use them to analyze, compare, and select appropriate actions in support of a business plan or expansion of a current enterprise.

**MBA PRJ5.6 International Context Trip 1 CREDIT**

Student learners will participate in an international context trip and demonstrate the ability to understand the complexity and interconnectedness of social, economic, cultural and political issues and trends in the global environment that affect the way international business is conducted. Competencies Evaluated: - Develop an understanding of social, economic, cultural and political issues and trends in the global business environment. Meets with MBA 665C and students may be required to attend three or more class sessions on campus.

**MBA PRJ5.F Final Bus Plan Presentation 1 CREDIT**

Student learners will create a professionally organized final business plan customized for potential investors or decision-makers; learners will present key aspects of the business plan to stakeholders in order to incorporate feedback into a final deliverable. Learners will be prepared to make a formal presentation and to submit summaries of plans to competitions and external evaluators. Competencies Evaluated: - Write and orally present, in a synchronous or asynchronous format, a professional business plan customized for potential stakeholders, investors, and/or decision-makers.

**(MBATC)****MBATC 641 Organizations, Technology, and Society 2 CREDITS**

This course explores the role technology plays in determining, or directing, societal change. Technologists must understand the implications a particular

technology may have after commercialization. Exploring technologies and their resulting changes in consumer behavior, laws, and societal mores, this course prepares the technologist to think about possible post-commercialization issues.

**MBATC 644 Intellectual Property Strategy, Collaboration, and Licensing 2 CREDITS**

Intellectual property is a critical component of technology firm strategy. This course examines the types and limitations of intellectual property as the method in which intellectual property management can be integrated within the corporate and technology strategies of a company. The course builds specific skill sets around the development and execution of licensing agreements as well as the management of the technology transfer process. The relationship between intellectual property trading strategies and legal protection are also explored.

**MBATC 647 Marketing Innovative Products 2 CREDITS**

Technology marketing is often more difficult than traditional marketing, since it involves introducing new products that users do not understand, or that have different value propositions from current alternatives. This course develops a framework for channel distribution, value proposition, adoption rates, and technology product market size estimation.

**MBATC 651 New Product Development 2 CREDITS**

It is widely acknowledged that new products are critical to the growth and profitability of most industries today, and yet the majority of new products introduced each year fail to meet expectations. This course focuses on how to manage a new product development program and mitigate the risks involved by employing tools, such as the Stage-Gate process and Quality Function Deployment, that provide the discipline and structure needed in order to allocate resources and maximize the probability of success. Emphasis is placed on the development of products which are more than simple product line extensions, and particularly those that have high technology content and/or are destined for technology-oriented markets.

**MBATC 654 Financing New Ventures 2 CREDITS**

This course analyzes the financing options available to new ventures and the financial viability of new ventures. Securities and Exchange Commission regulations, due diligence procedures, financing events, and tactical maneuvers necessary in financing stages are explored. The course includes financing start-ups, financial planning for the smaller enterprise, going public, selling out, bankruptcy, and evaluating multiple capital sources.

**MBATC 660 Technology Commercialization & Implement, Implementation 2 CREDITS**

This course is a capstone course for the technology commercialization curriculum, and is an opportunity to apply the foundational and formational skills built in the rest of the program. Students develop technology commercialization strategy for an emerging technology in a hands-on environment and as part of a team. The project includes the development of market and financial analysis, intellectual property, due diligence, and strategic avenues for the firm.

**MBATC 668 Directed Studies 1 to 3 CREDITS**

Independent research/readings in areas not fully covered by core or elective courses. This course is repeatable for credit.

**(MED)****MED 608 Special Topics in Master of Education 3 CREDITS**

A changing topics course.

**MED 610 Sociocultural Contexts for Learning 3 CREDITS**

Explores the effects of sociocultural factors on learning at the individual, classroom, and structural levels. Students will study their own and their students' social and cultural identities, and explore how sociocultural factors affect classroom dynamics, curricular materials, teaching pedagogies, and larger structural issues such as equal access to education. Students will develop plans to make their teaching or administrative settings more inclusive so that they can more effectively facilitate learning for all students.

**MED 613 Theories of Adult Learning 3 CREDITS**

This course explores theories and research that seek to explain how adults learn. This course uses a complexity thinking frame to understand learning at various levels (e.g., embodied, individual, collective, societal) and learning as an emergent process of interactions between levels. The course draws upon

brain research, theories of adult learning, and research on adult learning. Students formulate a working theory of adult learning in a specific setting.

**MED 615 School and Politics 3 CREDITS**

Emphasizes the importance of understanding schools and other educational institutions as organizations that are embedded in a political system. Explores decisions that are made within schools and educational institutions, in state legislatures, and in the federal government, theoretical frameworks for understanding those decisions, and the processes for participation in decision-making.

**MED 620 Multilingual Learners Family & Comm. 3 CREDITS**

This course explores the role of family and community in the language acquisition and identity formation among Multilingual Learners. Students will conduct an ethnographic case study with a child who is in the process of learning English and their family based on the concept Funds of Knowledge. The course critically evaluates issues of socioeconomic status, race, religion, national origin, disability, gender, and immigration history relative to MLs by reading ethnographies about their experiences in various educational contexts.

**MED 621 Foundations of Multilingual Education 3 CREDITS**

This course introduces students to foundational theories and policies that impact multilingual education. Concepts studied include the linguistic, sociological, historical, political, and legal foundations of bilingual and ESOL education. The course presents an overview of the types of programs and the principles of effective education for Diverse Language Learners including observational fieldwork. The content will guide students toward a critical perspective of how the teaching and learning process can enable or constrain students whose dominant language is not English.

**MED 622 Language Acquisition and Development 3 CREDITS**

This course examines how languages are learned. Students will discuss prominent language acquisition theories and how these apply in instructed settings, analyzer learner language, and explore individual differences in learning an additional language. In addition, knowledge of phonology, morphology, syntax, and semantics are applied to teaching Diverse Language Learners.

**MED 623 Instruc Methods for Multilingual Learner, Learners 3 CREDITS**

This course will connect second language acquisition theories to research-based principles of instruction as they relate to language learners. Students will explore and apply methods and strategies to promote comprehensible interaction in reading, writing, and language arts for early childhood, elementary, secondary, and adult second language learners. Course includes fieldwork component.

**MED 624 Content Instruction-Multilingual Learner 3 CREDITS**

Students will explore and apply methods and strategies to promote comprehensible interaction in the content areas for early childhood, elementary, secondary, and adult language learners. The emphasis of the course is the design of standards-based differentiated lesson plans for Multilingual Learners in heterogeneous content area classes as well as sheltered content area courses for secondary students. Fieldwork is an integral component of this course.

**MED 625 Assessment for Multilingual Learners 3 CREDITS**

Students will apply content from the Methods and Content Area Instruction courses to develop a rationale for incorporating assessment as an intrinsic and ongoing aspect of the teaching/learning process. Students will learn ways to monitor student progress, place students appropriately, and design authentic assessment for elementary, secondary, and adult language learners. Students will also explore policies and practices of standardized assessments commonly used to assess language proficiency and academic language development within the context of U.S. public schools. Course includes fieldwork component.

**MED 630 Literature & Info Texts K-12 3 CREDITS**

Students will become familiar with a wide range of children's and adolescent's literature and explore their uses in the classroom. The course focus will be on instructional strategies for written and oral responses utilizing critical and analytical thinking skills. Literature selection and sharing will be presented, along with a study of genres and integration into content areas.

**MED 634 Teaching Adults 3 CREDITS**

Teaches a variety of instructional strategies for facilitating adult learning. The course covers setting learning goals and methods of instruction for teaching skills and content, for increasing understanding, and for construction and application of knowledge. The course addresses teaching in different settings and the implications of context on instruction. The course also teaches methods of assessing various types of learning.

**MED 638 Justice in Everyday Life 3 CREDITS**

Though social justice practices can seem set apart - rallies, marches, protests, movements - they permeate everyday life. In this course, we will engage both text-based and experiential-learning opportunities to examine concepts of justice in everyday life. With attention to marginalized voices and experiences around the world, we will consider social justice as global praxis: reflection and action to acquire critical awareness about structures that connect people in systems of inequality. Students will develop critical and creative thinking skills and apply them to questions about how we do and should live our lives.

**MED 639 Neuroscience of Trauma 3 CREDITS**

This class will serve as an introductory course in the biological bases of human behavior with a specific focus on developmental childhood trauma and PTSD. Topics will include an overview of central nervous system structure, brain function and development, and include an introduction to emotional and cognitive processing in the brain.

**MED 640 Trauma-Informed Schools 3 CREDITS**

This course explores ways in which traumatic childhood events impact and shape individuals' brain development, health and well-being, relationships, educational trajectories, and involvement with the justice system. The course examines the impact that schools and teachers who adopt trauma-responsive practices can have in creating more equitable and inclusive spaces that lead to positive student outcomes. Students make institutional recommendations for change.

**MED 641 Restorative Justice in Schools 3 CREDITS**

This course provides a critical examination of restorative justice principles and practices within the community. Students will explore the efficacy of restorative justice practices as an alternative to punitive discipline policies and procedures within school settings and within the criminal justice system. Students will discover the impact restorative justice practices can have on academic performance, suspension and expulsion rates, retention, and incarceration by exploring and participating in restorative justice processes such as Victim-Offender mediation, Family Group Conferencing, Clearness Committees, and Peace Circles. Through examination of academic writings, roleplay, case studies, and site visits, students will gain a better understanding of how restorative justice works within real-world settings. In addition to gaining a richer understanding of their own response to conflict, students learn and practice restorative justice facilitation skills that will have lifelong application.

**MED 642 Foundations of Restorative Justice 3 CREDITS**

This course provides a critical examination of restorative justice principles and practices within the community. Students will explore the efficacy of restorative justice practices as an alternative to punitive discipline policies and procedures within school settings and within the criminal justice system. Students will explore and participate in restorative justice processes such as Victim-Offender mediation, Family Group Conferencing, Clearness Committees, and Peace Circles. Through examination of academic writings, roleplay, case studies, and site visits, students will gain a better understanding of how restorative justice works within real-world settings. In addition to gaining a richer understanding of their own response to conflict, students learn and practice restorative justice facilitation skills that will have lifelong application.

**MED 643 Research in Risk and Resilience 3 CREDITS**

This course asks students to examine current research on risk and resilience and identify the factors that contribute to both. Through data collection and examination, interviews and observations, students will conduct an in-depth analysis of the needs and strengths of the communities in which they work or live. Following this work, they will make recommendations for specific trauma-informed interventions to promote community resilience.

**MED 644 Arts and Movement for Trauma 2 CREDITS**

This course explores research-based arts and movement techniques and strategies that can promote self-awareness and self-regulation for those who have experienced trauma.

**MED 645 Self-Care for Secondary Trauma 1 CREDIT**

This course explores the impact of secondary trauma on individuals in helping professions. In this course, students learn how a self-care practice can mitigate the negative effects of trauma exposure and increase resiliency. Students read about and engage in a variety of self-care practices. By the end of the course, students will have a deeper understanding of how self-regulation enables them to better serve their communities.

**MED 646 Writing for Trauma Healing 1 CREDIT**

This course will introduce participants to research on writing-based interventions for healing trauma. They will engage in several of these processes and consider ways in which writing might be used in their work to promote self-awareness and self-regulation, and provide platforms for individuals to be seen and heard.

**MED 647 Juvenile Justice 3 CREDITS**

This course explores the U.S. juvenile justice system, including its history, philosophical foundations, and differential treatment of individuals based on race, ethnicity, class, and gender. Through visits to detention facilities, interviews with individuals involved in the justice system, and an exploration of comparative systems of youth incarceration in the U.S. and abroad, students will critically analyze and evaluate our current systems and make recommendations for reform.

**MED 648 Advocacy Under the Dome 3 CREDITS**

Students will gain the knowledge and skills to participate effectively in local public policy making and advocacy. Through first-hand observation of and engagement with local political processes, study of public policies, and analyses of contemporary movements, students will deepen their understanding of how public policies are made and how citizens can be most effective in influencing those policies.

**MED 649 Community Justice 3 CREDITS**

This course is designed to provide understanding to students regarding the meaning of social justice and community building to advocate for social equity. In regard to Justice Studies social equity is vital to the liberation of marginalized communities. This course is aimed at teaching students the history, theory and practice realities of community building locally and globally through discussion and exploration. This course will have a service learning component with a nonprofit organization focused on providing junior high school students with the information, skills and understanding for college preparation through the mentoring of college students. Students will learn to critically analyze current social and economic conditions that are embedded in US societal structures. They will gain knowledge and insight of issues underlying oppression while learning approaches to social equity and advocacy. Students will study policy and politics that influence social injustices based on race, ethnicity, socio-cultural and gender characteristics.

**MED 650 Introduction to Research Methods 2 CREDITS**

Introduces students to fundamental principles, purposes, tools, and techniques of educational research. In a primarily on-line format students become familiar with educational databases, qualitative and quantitative methods, theoretical frameworks, and ethical issues. Students identify an area of focus, begin a literature review, and draft a research proposal for MED 679 and 680.

**MED 652 Globalization of Education 3 CREDITS**

This course analyzes the political, economic, and social forces that have led to the globalization of education. It uses various frameworks and theories to analyze critically the impact of globalization on everyday educational practices and the role education plays in shaping society. The class introduces systems thinking, analysis of power relations, and responses to globalization of education in various parts of the world.

**MED 653 Indigenous Knowledges & Lifeways 3 CREDITS**

This course introduces indigenous knowledge systems, worldviews, and lifeways from various regions of the world. Students explore epistemological questions, relationships (economic, social, governance, with nonhuman life forms), and historical and contemporary practices around an issue of interest to the student. Students research how indigenous peoples are addressing global crises and reflect on the students' own cultural identity, values, and practices.

**MED 660 Directed Studies 1 to 3 CREDITS**

Consent of instructor required to pursue a special topic of interest. Prior to registration, a plan of study must be submitted for approval by the director of the MED Program. This course is repeatable for credit.

**MED 661 Corp Trng & Workplace Learning 3 CREDITS**

This course explores various approaches to teaching/learning in the workplace, including Training, Human Resource Development, and Workplace Learning. Students will learn skills for facilitating learning and for training trainers. Ethical issues in the field will be discussed.

**MED 665 Educational Research Extension 1 CREDIT**

This course extends the MED research sequence coursework, enabling students to deepen their research projects and further develop their skills in conducting academic research. Projects in the course may include finding and evaluating academic literature, academic writing, synthesizing and analyzing data, learning additional data collection methods, and preparing manuscripts for publication. Course meets on-line in a directed study format. This course is repeatable for credit.

**MED 666 Serious Games & Gamification 3 CREDITS**

Gaming has become an important pathway for learning in a variety of formal and non-formal settings. In this course students learn the differences between gamification, game-based learning, and learning games and how to use these formats effectively. Students connect learning theories to game design to enhance motivation and learning. Students make use of research on learning through gaming and design a game-based learning unit. Ethical issues involved in the field will be explored.

**MED 667 Online Teaching and Learning 3 CREDITS**

Students will identify how they and others learn using the internet. They will participate in the development of online learning materials and follow best practices in instructional design to identify learning outcomes, design appropriate learning materials for a type of learner, develop effective learning materials, implement online instruction, and evaluate the effectiveness of the learning process. Learners will also participate in learning technologies that help engage online students and teach others how to use these technologies.

**MED 668 Instructional Design Foundations 3 CREDITS**

This course introduces instructional design and educational technology. Students will learn the basics of instructional design, systematic design, multimedia learning, user-experience, and instructional design tools. Students will practice identifying and analyzing instructional need and will create instructional design documents.

**MED 670 Adult & Higher Ed Foundations & Futures 3 CREDITS**

This course introduces students to the breadth of the fields of adult and higher education and their historical, sociological, and philosophical foundations. Students will explore their own beliefs, values, and experiences and develop a working philosophy of education. They will deepen their understanding of the historical development of adult and higher education in the US and the differing philosophies that shape contemporary educational policies. The tools of historical, sociological, political, and philosophical analysis will be used to understand current debates in the field.

**MED 673 Internship/Teaching Practicum 1 to 3 CREDITS**

Teaching is learned through study, practice, and reflection. This course provides the opportunity for students to strengthen their teaching skills by engaging in research, observing other teachers, trying out teaching and assessment methods, and reflecting on their effectiveness individually and with peers. Assignments can be shaped to the skill level, interests, and teaching situation of each student. This course may be used to fulfill Curricular Practical Training requirements. This course is repeatable for credit.

**MED 679 Research Methodologies 3 CREDITS**

Through a review of the theoretical and practical aspects of qualitative research methodologies, this course moves towards the completion of a research proposal. Students in this course will pick topics and design studies meant to answer specific research questions. This course requires the completion of Chapters I, II, and III of students' capstone project. Prerequisite: MED 650.

**MED 680 Research Project 3 CREDITS**

Through engagement in critical reflectivity and scholarly writing, students complete their research project begun in MED 679. Completion of portfolio required. Prerequisite: MED 679.

**(MPH)****MPH 645D Emergency Health Preparedness in Public Health 3 CREDITS**

In this course you will learn how emergency preparedness affects you as an individual as well as a Public Health professional. We will examine how the emergency response system works locally and federally as well as the role of public health workers in responding to natural disasters, disease outbreaks and other types of emergencies. Upon completion you will be more effectively be able to participate in the emergency response plan in the event of a major event or disaster.

**MPH 645E Violence and Public Health Framework 3 CREDITS**

Sexual assault, domestic violence, stalking, trafficking, and other forms of interpersonal violence disproportionately affect women, girls, and marginalized populations. Violence against women has become a significant public health threat with measurable impact on indicators such as illness, injury, and mortality. This course will use the public health framework to examine the causes and consequences of interpersonal violence, including an analysis of individual, community, and societal risk and protective factors, implications for public policy, and research directions for primary prevention.

**MPH 645F Health Disparities 3 CREDITS**

This course examines the extent/causes of social inequalities in health. The focus is on individual, community and policy approaches to reducing social inequalities in health.

**MPH 645G Principles of Public Health Informatics 3 CREDITS**

The purpose of this course is to provide students with a basic understanding of "Informatics" and its application in a Public Health setting. The goal of Public Health Informatics is for students to understand the basic technological tools and building blocks needed to develop and manage Public Health data collection systems to meet analytical needs. Students will learn how to take these systems and implement them successfully in Public Health environments.

**MPH 645H Foundations of Global Health 3 CREDITS**

The focus of this course is an overview of public health on a global scale. Students in this course will immerse themselves with a global outlook of public health, and understand how disease and illness ignore national borders. The course will begin with a broad overview of the global health situation, comparing the different regions of the world. Students will then be exposed to specific topics in global health, including infectious diseases, chronic diseases, women and children's health, nutrition, occupational and environmental diseases, mental health, culture/religion and health, traditional and indigenous health, and health care systems. The course will be a blend of lectures and discussion, along with guest lectures and multimedia presentations. The capstone for the course will be a presentation and final paper on a topic of the student's choice.

**MPH 645I Advanced Epidemiology 3 CREDITS**

MPH 645I will introduce students to intermediate and advanced principles in Epidemiology. This class will focus primarily on epidemiologic methods for practice and research, including study designs, bias, confounding, effect modification, and interaction. Students will learn how to design epidemiologic studies, plan epidemiologic analysis and analyze data.

**MPH 690A Capstone I: Research Project 3 CREDITS**

This capstone course will require students to synthesize all previous course work and practical experience to generate an evidence-based public health research project. Students will select a research topic, submit intermediate assignments, generate a submission-quality research paper, and present the results to peers and faculty. Faculty mentors will provide guidance along each step of the research process.

**MPH 690B Capstone II: Research Project 3 CREDITS**

This capstone course will require students to synthesize all previous course work and practical experience to generate an evidence-based public health research project. Students will select a research topic, submit intermediate assignments, generate a submission-quality research paper, and present the results to peers and faculty. Faculty mentors will provide guidance along each step of the research process.

**MPH 500 Principles of Public Health Practice 3 CREDITS**

This course will introduce and analyze the ten essential services of public health. The essential services include monitoring the health status of a

community, diagnosing and investigating health problems and hazards, health education, community partnerships and bridge-building, health planning and policy, health and safety regulations and laws, health services particularly for the underserved, workforce training and regulation, health services evaluation, and health research. Students will also become familiar with the eight core competencies of public health practice through application and case studies. The course will be a combination of seminar, lecture and discussion. A final project will be required as well as a written paper and oral presentation.

**MPH 510 Social and Behavioral Sciences, In Public Health 3 CREDITS**

The focus of this course is to study the relationship between cultural, social and behavioral factors and its role in both individual and population health. A general overview of social and behavioral sciences relevant to public health will be discussed. Emphasis will be placed on the complex interactions between health at the level of individuals and groups and how they are affected by cultural and social determinants. Extensive readings and case studies will reinforce the concepts introduced in class. The course will be a mix of in-class discussion and lectures.

**MPH 520 Environmental Health 3 CREDITS**

This course is an overview of environmental factors; including physical, biological and chemical factors; and their impact on health at a population-level. Theories and concepts in environmental health will be introduced and reinforced with real-life case studies, particularly those from the state of Utah. Students will be required to participate in discussions and write and present a project paper during the course.

**MPH 530 Principles of Epidemiology 3 CREDITS**

This course is the first of two courses that will focus on quantitative methods for public health. The course will be an overview of the epidemiologic and biostatistical tools necessary to understand the complex interactions between health outcomes and human populations. Upon completion of the course, students will be able to apply these tools to public health practice, critical evaluation of health research, analysis of data, and proper application of epidemiology and biostatistics in conducting health research. Concepts will be reinforced with historical and contemporary examples and case studies. Commercially available statistical packages will be used for data analysis. The course will be a combination of lecture and discussion. Although this course is the first of two, it can be taken without the second course for a more elementary overview of quantitative methods for public health.

**MPH 540 Healthcare Management 3 CREDITS**

The focus of this course is to provide students the opportunity to understand various approaches to administration and management as they apply to administering public health programs. The text approaches healthcare management from a population-based management perspective. The class will examine the underlying elements of healthcare management, the administrative processes and issues in carrying out these elements, and then explore the strategies for managing population health across selected functional areas and organizational boundaries. Lectures will also explore leadership principles using preparedness as a theme. The class format will be lectures, quizzes, discussions, some written assignments and class presentations.

**MPH 550 Global Health 3 CREDITS**

The focus of this course is an overview of public health on a global scale. Students in this course will immerse themselves with a global outlook of public health, and understand how disease and illness ignore national borders. The course will begin with a broad overview of the global health situation, comparing the different regions of the world. Students will then be exposed to specific topics in global health, including infectious diseases, chronic diseases, women and children's health, nutrition, occupational and environmental diseases, mental health, culture/religion and health, traditional and indigenous health, and health care systems. The course will be a blend of lectures and discussion, along with guest lectures and multimedia presentations. The capstone for the course will be a presentation and final paper on a topic of the student's choice.

**MPH 575 Introduction to SAS Programming 3 CREDITS**

The focus of this course is to learn to program in SAS. SAS is a powerful data management and statistical analysis software package, used extensively in health and medical research, in academic, government and private sectors. It is available on mainframe computers, as well as on microcomputers under the UNIX, Apple, LINUX and Windows operating systems. This introductory course will introduce the SAS programming software to students interested

in conducting research in the health and medical fields. Students will learn how to create SAS databases from a variety of sources, manipulate and manage the data, conduct elementary statistical analysis, and output and present the data. This is an introductory course, designed for those who have little or no programming experience in SAS or any other programming language. However, even those who have some SAS programming experience can benefit from this course.

**MPH 600 Public Health Leadership and Ethics 3 CREDITS**

Teaches students the principles of leadership and ethical professional practice. The course also presents leadership and ethical challenges relative to public health practice. Content areas will include leadership and ethical theory; personal leadership; leadership in organizations; leadership in communities and leadership in research. Emphasis will be placed on the application of these concepts to real life public health problems and issues. This course will prepare students to make reasoned ethical decisions when engaged in public health practice or public health research. Students will be required to read articles, case studies and be prepared to discuss and dissect them in class. Students will also be required to research and present a case study in bioethics to the class, and lead a discussion on issues raised by this case study.

**MPH 621 Practicum I 3 CREDITS**

The practicum experience is meant to give students direct, hands-on experience comparable to a career position suitable for someone with an advanced public health degree. This will not only supplement the student's coursework and enrich their academic experience, but also prepare the student for employment after completion of their degree. A minimum of 90 contact hours is required for the three credit hours.

**MPH 622 Practicum II 3 CREDITS**

The practicum experience is meant to give students direct, hands-on experience comparable to a career position suitable for someone with an advanced public health degree. This will not only supplement the student's coursework and enrich their academic experience, but also prepare the student for employment after completion of their degree. A minimum of 90 contact hours is required for the three credit hours.

**MPH 630 Statistical Methods for Public Health 3 CREDITS**

This course is the continuation of MPH 530 (Principles of Epidemiology). Students will review more advanced topics in epidemiology and biostatistics. Topics covered include study design, simple and multiple regression, analysis of categorical data, and confounding and bias in quantitative analysis. Concepts will be reinforced with historical and contemporary examples and case studies. Commercially available statistical packages will be used for data analysis. The course will be a combination of lecture and discussion.

**MPH 635 Capstone I: Research Design & Stat Analy 3 CREDITS**

In addition to the advanced/applied biostatistics (qualitative and quantitative) and epidemiology statistical methods the course will include the students developing a research proposal for Capstone II and developing an IRB for submission. The course will address the ethics in the IRB procedures. Questionnaire/survey development and the fundamental skills of presenting and publishing findings will also be addressed.

**MPH 640 Prog Planning & Eval-Public Health 3 CREDITS**

This course presents methods for the identification of population-based needs for public health intervention, development of programs to meet those needs, and evaluation of the effectiveness of these public health interventions. The course integrates several knowledge and skill areas including: research methods, proposal writing, budget planning, project management, and program evaluation. Students will learn the process of public health programming including research methods, proposal writing, budget planning, assessment, design, planning, implementations, project management, and evaluation.

**MPH 645 Special Topics in Public Health 1 to 3 CREDITS**

A special topics course highlighting specific areas or themes in public health.

**MPH 655 Infectious Disease Epidemiology 3 CREDITS**

Infectious Disease Epidemiology provides an overview of the foundations and methods used in assessing the phenomena of infectious disease from a public health perspective. The cause and treatment of common infectious diseases are explored as a foundation for the learning objectives.

**MPH 668 Directed Studies 1 to 4 CREDITS**

Allows students to undertake independent research and readings on special topics not fully covered in the MPC Program. Requires consent of instructor and school dean. This course is repeatable for credit.

**MPH 690 Capstone Research Project 6 CREDITS**

This capstone course will require students to synthesize all previous course work and practical experience to generate an evidence-based public health research project. Students will select a research topic, submit intermediate assignments, generate a submission-quality research paper, and present the results to peers and faculty. Faculty mentors will provide guidance along each step of the research process.

**(MSC)**

**MSC 651.R Project 5: Residency 0 CREDITS**

Learners attend a residency with faculty mentors and peers to build and develop leadership, project mastery, and strategic communication abilities.

**(MSN)**

**MSN 645G Principles of Public Health Informatics 3 CREDITS**

The purpose of this course is to provide students with a basic understanding of "Informatics" and its application in a Public Health setting. The goal of Public Health Informatics is for students to understand the basic technological tools and building blocks needed to develop and manage Public Health data collection systems to meet analytical needs. Students will learn how show students how to take these systems and implement them successfully in Public Health environments.

**MSN 500 Advanced Health Assessment and,Diagnostic Reasoning 4 CREDITS**

Focuses on the development of advanced communication, assessment, and diagnostic reasoning skills. These skills are used to analyze health and alterations in health of individuals and families across the life span.

**MSN 501 Advanced Pathophysiology 3 CREDITS**

A system-focused pathophysiology course. Covers physiologic and pathologic mechanisms of disease. Undergraduate pathophysiology course or equivalent is strongly recommended.

**MSN 532 Pharmacology for Advanced Practice 3 CREDITS**

Designed to provide the required general knowledge for safe, for safe, effective prescriptive practice as defined by the State of Utah Nurse Practice Act. A variety of teaching/learning approaches assist the student to methodically analyze all aspects of the patient history and physical exam to appropriately prescribe for independent scripting practice.

**MSN 540 Theoretical Foundations of Advanced,Practice Nursing 2 CREDITS**

Designed to provide a theoretical basis for advanced nursing practice. Concepts and principles of nursing and family theories are analyzed and applied to practice and nursing education. Prerequisite: undergraduate nursing theory course or equivalent; RN license.

**MSN 550 Health Care and Health Promotion of,Adults and Older Adults 4 CREDITS**

Emphasizes the diagnosis and management of common acute illnesses and stable chronic disease states in the adult and older adult client. Attention is given to early detection and treatment of chronic disease, occupational and environmental hazards, common psychosocial problems, and changes in function related to aging.

**MSN 570 Research in the Practice Setting 3 CREDITS**

Provides opportunities for advancing knowledge and application of the research process for application of research findings. Students will develop critical thinking skills to appraise, integrate, and apply research findings in evidence-based clinical practice through a variety of teaching and learning pedagogies.

**MSN 581 Health Care and Health Promotion of,Young Adults/Clinical Seminar 4 CREDITS**

Emphasizes the recognition and management of uncomplicated pregnancy and the diagnosis and management of acute and stable chronic health problems in the male and female young adult patient. Special emphasis

is placed on health promotion and prevention issues in the young adult population. The clinical seminars utilize case studies to evaluate clinical decision-making and to identify pharmacologic and non-pharmacologic therapy for the young adult. Prerequisites: MSN 500, 501, 532, 540, 550, 570.

**MSN 582 Health Care and Health Promotion of Infants Through Adolescents/Clinical Seminar 4 CREDITS**

Emphasizes well child care, and the recognition and management of acute illnesses and stable chronic diseases common to the pediatric and adolescent client. Attention is given to infectious disease, anticipatory guidance, facilitation of individual growth and development, accident prevention, and family interactions. Appropriate pharmacologic and non-pharmacologic therapies for common health concerns are examined.

**MSN 584 Ambulatory Care Procedures 3 CREDITS**

This class focuses on the development of ambulatory procedures skills necessary to manage health and alterations of health of individuals and families across the lifespan.

**MSN 601 Role and Leadership in Advanced Practice Nursing 2 CREDITS**

Emphasizes exploration, analysis and evaluation of the role of the family nurse practitioner to ensure and monitor the quality of health care in the changing health care system. Provides macro to micro perspectives on effective leadership for the advanced practice nurse. National and local health policy, political activism, and economics are discussed. Development, maintenance, and evaluation of practice are examined.

**MSN 610 Masters Project 3 CREDITS**

This class provides guidance and direction for the completion of a scholarly group project.

**MSN 639 Advanced Nursing Practicum/Clinical Seminar 5 CREDITS**

A culminating course taught in the final semester with emphasis on providing primary health care to clients across the lifespan and prescribing appropriate pharmacologic and non-pharmacologic therapies of common, acute, and chronic health concerns. Special emphasis is placed on the assumption of the role and responsibilities of an advanced practice nurse. As this is a capstone program with 240 hours spent in the clinical setting, the student is given the opportunity to synthesize the knowledge from all prior graduate courses in ordering appropriate labs, xrays, etc. to reach a correct medical diagnosis and evaluate the plan with the preceptor.

**MSN 650 Advanced Practice Nursing, Continuing Registration 0 CREDITS**

This course is for the ongoing completion of clinical practice hours. This course is repeatable for credit.

**MSN 660 Special Topics Master of Science Nursing 1 to 4 CREDITS**

Special topics are offered under this course number as opportunities for students to explore areas of interest. Prerequisites: consent of instructor, director and school dean.

**MSN 668 Directed Studies 1 to 4 CREDITS**

Independent pursuit of topics/areas not covered by core or core of elective courses. Requires consent of instructor, director, and school dean. This course is repeatable for credit.

**MSN 670 Synthesis: Practice in Context 2 CREDITS**

Designed to assist students to develop skills needed to effectively transition to the role of the Family Nurse Practitioner.

**MSN 699 Masters Project Continuing Registration 0 CREDITS**

This course is for the ongoing work on the clinical research component of the Masters Program. This course is repeatable for credit.

**(MSNA)**

**MSNA 500 Physiology I 5 CREDITS**

An in-depth study of human medical physiology. The fall semester will include membrane transport, nerve and muscle physiology. It will also cover cardiac and body fluid dynamics.

**MSNA 501 Physiology II 5 CREDITS**

Second semester physiology will cover the remaining systems, particularly respiratory and kidney function, and will include digestive, endocrine and immunologic systems.

**MSNA 510 Chemistry and Physics for Nurse Anesthetists 3 CREDITS**

This course will provide the background knowledge that nurse anesthetists need to understand physical and molecular processes as they relate to the practice of anesthesia, as well as many of the concepts that underlie the pharmacology and physiology courses required for the CRNA program. Emphasis is placed on basic chemistry, biochemistry, and physics. Additional topics include a math review and an introduction to anesthesia equipment.

**MSNA 520 Pharmacology I 4 CREDITS**

The basic principles underlying the pharmacodynamics and pharmacokinetics of drugs including mechanism of action, absorption, distribution, metabolism, excretion and toxicology will be presented. This will be followed by general discussion of injected and inhaled anesthetics and then detailed examination of each of the commonly used anesthetic drugs. Pharmacogenetic and pharmacoeconomic principles will also be presented.

**MSNA 521 Pharmacology II 3 CREDITS**

In this continuation course, detailed presentations of other pharmacological agents encountered by nurse anesthetists will be presented. Descriptions of various classes of drugs including chemotherapeutic, antihypertensive and anti-inflammatory drugs will be given. Special emphasis will be placed on the interaction of these drugs with the anesthetics.

**MSNA 530 Gross Anatomy 3 CREDITS**

A review of the study of human anatomy in an integrated lecture/lab setting. The systems directly involved in anesthesia will be reviewed in-depth, particularly the nervous, cardiac and respiratory systems. Cadaver dissection will support the classroom experience.

**MSNA 540 Anesthesia Principles I 3 CREDITS**

A presentation of topics related to the practice of anesthesia, including the history of nurse anesthesia, the professional organization, legal aspects, credentialing, substance abuse, medical malpractice and anesthesia billing.

**MSNA 550 Anesthesia Principles II 5 CREDITS**

A presentation of topics related to the practice of anesthesia, including the history of nurse anesthesia, the professional organization, legal aspects, credentialing, substance abuse, medical malpractice and anesthesia billing.

**MSNA 551 Anesthesia Principles III 2 CREDITS**

This course continues the presentation of the advanced principles of anesthesia. In this block of instruction, the following topics will be covered: respiratory, hepatorenal, vascular, cardiac, vascular, neuroanesthesia and anesthesia for endocrine pathophysiology.

**MSNA 552 Anesthesia Principles IV 2 CREDITS**

This course continues the presentation of the advanced principles of nurse anesthesia. In this block of instruction, the following topics will be discussed in detail: regional anesthesia, obstetrics, pediatrics, and anesthesia for ear, nose and throat surgery.

**MSNA 553 Professional Aspects I 2 CREDITS**

This course continues the presentation of the advanced principles of nurse anesthesia. In this block of instruction, the following topics will be discussed in detail: organ transplantation, ambulatory and outpatient surgery as well as anesthesia in remote locations, geriatrics/conscious sedation, trauma/burns, and anesthesia for musculoskeletal diseases.

**MSNA 554 Professional Aspects II 1 CREDIT**

This course provides instruction in pain management techniques, difficult airway workshops, research articles, and advanced simulation exercises while the students remain in clinical.

**MSNA 560 Simulator Lab 2 CREDITS**

Hands on interaction with SimMan. This course is designed to take the student through the chronological steps of giving an anesthetic. The SimMan simulator can be intubated. Student actions have direct influence on mannequin vital signs and care giver actions will dictate how SimMan responds.

## Courses

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**MSNA 570 Research Methods 2 CREDITS**

This course focuses on preparing students to critically analyze and develop research. Emphasis is placed on reading and interpreting published research in terms of applicability to the health care professional. Discussion groups, class presentations and lectures will use research articles to clarify and expand on key research concepts.

**MSNA 571 Research Practicum 3 CREDITS**

This course consists of independent study and the preparation and presentation of a capstone project.

**MSNA 580 Anesthesia Seminar I 1 CREDIT**

This course will focus on SimMan exercises, case scenarios, and standards of practice.

**MSNA 581 Anesthesia Seminar II 1 CREDIT**

This course will focus on advanced SimMan exercises, difficult case scenarios, and standards of practice.

**MSNA 582 Anesthesia Seminar III 1 CREDIT**

This course will expose the student to various topics such as the difficult airway and cultural differences that may impact the delivery of anesthesia care. Students will also have the opportunity to hone clinical and critical thinking skills by managing clinical case scenarios in the simulator laboratory.

**MSNA 590 Special Topics in Anesthesia 2 CREDITS**

This course provides instruction in pain management techniques, difficult airway workshops, research articles, and advanced simulation exercises.

**MSNA 601 Clinical Practicum I 4 CREDITS**

Clinical practicum will consist of preoperative interviews and patient assessment, intra-operative anesthesia care, and post-operative patient management. Students will gain experience in intravenous sedation and analgesia, intravenous and regional blocks, and general anesthetics.

**MSNA 602 Clinical Practicum II 4 CREDITS**

Clinical practicum will consist of preoperative interviews and patient assessment, intra-operative anesthesia care, and post-operative patient management. Students will gain experience in intravenous sedation and analgesia, intravenous and regional blocks, and general anesthetics.

**MSNA 603 Clinical Practicum III 4 CREDITS**

Clinical practicum will consist of preoperative interviews and patient assessment, intra-operative anesthesia care, and post-operative patient management. Students will gain experience in intravenous sedation and analgesia, intravenous and regional blocks, and general anesthetics.

**MSNA 604 Clinical Practicum IV 3 CREDITS**

Clinical practicum will consist of preoperative interviews and patient assessment, intra-operative anesthesia care, and post-operative patient management. Students will gain experience in intravenous sedation and analgesia, intravenous and regional blocks, and general anesthetics.

**MSNA 660 Advanced Health Assessment 1 CREDIT**

This course introduces the theoretical and laboratory components of a comprehensive, holistic nurse anesthesia health assessment. Concepts and techniques necessary for gathering and analyzing data about the physical, psychosocial, cultural, and spiritual aspects of a client's state of wellness and preparation for surgery are emphasized. Comprehensive health assessments will focus on clients from adolescence through late adulthood.

**MSNA 668 Directed Studies 1 to 4 CREDITS**

Independent pursuit of topics/areas not covered by core or core of elective courses. Requires consent of instructor, director, and school dean. This course is repeatable for credit.

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**(SPED)****SPED 577 Facilitating Services Across Disciplines 3 CREDITS**

This course introduces students to the variety of management issues that are prevalent for special educators. Students will learn various approaches to co-teaching, scheduling services, working with service and support personnel, and utilizing assistive technology.

**SPED 590 Student Teaching in SPED: Mild/Moderate 4 to 10 CREDITS**

Supervised teaching in selected high-incident or mild/moderate special education programs in an elementary or secondary school. Prerequisites: SPED methods courses must be complete so that a petition can be granted to register. This course is offered on a credit/no credit basis. there is a fee associated with this course.

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**(WRIT)****WRIT 505 Agents of Change 3 CREDITS**

This course provides graduate students with instruction in the genre and mechanics of academic writing at the graduate level from the lens of agents of change. As change agents, students will collaborate and communicate with an intention to create change for the common good. The course content will focus on global challenges from multiple perspectives. Topics may include the following: sustainability, economic security, public health, global migration, global citizenship, and global climate patterns. Students will engage in identity self-awareness to reflect on their beliefs. A strong emphasis will be on research, writing, and communication as well as exploring leadership and collaboration skills. The writing, communication, and team-work skills gained in this course will transfer to private, professional, and post-graduate writing contexts.