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
I. Prerequisite Courses	**24**	
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
II. Required Certificate Courses	**12**	
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	
Additional Options		

Requirement Description	Credit Hours	Prerequisites
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
Total Hours for the Program	**12-36**	

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
I. Required Courses	**8**	
MBA 605C Communication	2	
MBA 615C Strategy	2	
MBA 625C Leadership	2	
MBA 635C Marketing	2	
Total Hours for the Graduate Certificate in Business Management	**8**	

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
I. Required Courses	**8**	
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	
Total Hours for the Graduate Certificate in Executive Leadership	**8**	

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
I. Required Courses	**8**	
MBA 610C Data	2	
MBA 620C Economics	2	
MBA 650C Operations	2	
One Analytics Elective Approved by Program Director	2	
Total Hours for the Graduate Certificate in Quantitative Business Skills	**8**	

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
I. Required Certificate Courses	**8**	
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	
Total Hours for the Graduate Certificate in Executive Financial Management	**8**	

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
I. Required Certificate Courses	**8**	
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	
Total Hours for the Graduate Certificate in Technology Commercialization	**8**	

MASTER OF ACCOUNTANCY (MACC)

Faculty & Staff

- **Dax Jacobson,** Dean
- **Chelsea Dye,** MACC Program 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
I. Prerequisite Courses	**24***	
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
II. Required Courses	**22**	
MACC 602 Information Technology in the Business Environment	2	
MACC 603 Financial Accounting Research	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	
Total Hours for the MACC Program	**30**	

*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

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. Get more information on the ETS exam. 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
I. Fundamentals	**0-5**	
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 ACCSB-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	
II. MBA Core	**24**	

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
III. Capstone	**2**	
MBA 670C MBA Capstone	2	Must be taken in final semester
ETS Major Field Test for the MBA -- Taken with MBA 670C		
IV. MBA Electives	**6**	
Select graduate-level courses at Westminster University may be used to satisfy elective requirements. See advisor for list of approved courses.		
Total Hours for the MBA Program	**32-37**	

* Fundamentals applied to MBA students completing 37 credit hours

Recommended Plan of Study for the MBA

		Fall Semester	Spring Semester	Summer Semester
Year 1	**Block 1**	MBA 605C MBA 625C	MBA 610C	
	Block 2	MBA 615C	MBA 620C MBA 640C	
	Full Semester			MBA 645C MBA Elective
Year 2	**Block 1**	MBA 635C	MBA 630C MBA 665C	
	Block 2	MBA Elective	MBA 655C MBA Elective	
	Full Semester	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	**Block 1**	MBA 600B MBA 601B MBA 603B	MBA 615C MBA 620C	
	Block 2	MBA 602B	MBA 625C	

		MBA 604B	MBA 640C	
	Full Semester			MBA 605C MBA 610C
Year 2	**Block 1**	MBA 635C MBA Elective	MBA 645C MBA 665C	
	Block 2	MBA 630C	MBA 655C MBA Elective	
	Full Semester	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

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. Get more information on the ETS exam. 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
I. Fundamentals	**0–5**	
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 ACCSB-accredited business school.		
MBA 600B Marketing Fundamentals	1	
MBA 601B Survey of Economics	1	

Requirement Description	Credit Hours	Prerequisites
MBA 602B Business Quantitative Analysis	1	
MBA 603B Financial Markets and Institutions	1	
MBA 604B Financial Statement Analysis	1	
II. MBA Core	**20**	
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
III. MBATC Core	**10**	
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
IV. Capstone	**2**	
MBATC 660 Technology Commercialization and ImplementationThe ETS Exam is administered in MBATC 660. Get more information on the ETS exam.	2	Completion of the MBATC Core
Total Hours for the MBATC Program	32–37*	

*Fundamentals applied to MBATC students completing 37 credit hours

Recommended Plan of Study for the MBATC

		Fall Semester	Spring Semester	Summer Semester
Year 1	**Block 1**	MBA 605C MBA 625C	MBA 630C MBATC 641	
	Block 2	MBA 615C MBA 620C	MBA 645C MBATC 644	
	Full Semester			MBA 610C MBA 655C
Year 2	**Block 1**	MBATC 647	MBA 665C MBATC 654	
	Block 2	MBATC 651		
	Full Semester	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	**Block 1**	MBA 600B MBA 601B MBA 603B	MBA 625C MBATC 641	MBA 605C MBA 610C
	Block 2	MBA 620C MBA 602B MBA 604B	MBATC 644 MBA 645C	
	Full Semester			
Year 2	**Block 1**	MBATC 647	MBA 665C MBATC 654	
	Block 2	MBATC 651 MBA 630C	MBA 615C	
	Full Semester	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

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)

Get more information on the ETS exam. 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
Sequence 1: Strategic Leadership	8	Semester 1

Requirement Description	Credit Hours	Recommended Schedule
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	
Sequence 2: Consumers in the Market	**8**	**Semester 2**
MBA PRJ2.1 Data Analysis	1	
MBA PRJ2.2 Pricing Strategy	1	
MBA PRJ2.3 Product Portfolio	1	consent of instructor
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	
Sequence 3: Enterprise Performance	**8**	**Semester 3**
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	
Sequence 4: Implementing Strategy	**8**	**Semester 4**
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	

Requirement Description	Credit Hours	Recommended Schedule
Sequence 5: Business Planning	**7**	**Semester 5**
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)		
Total Hours for the Project-Based Master of Business Administration Program (PMBA)	**39**	

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).

Get more information on the ETS exam. 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
Sequence 1: Strategic Leadership	**8**	**Semester 1**
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	
Sequence 2: Consumers in the Market	**7**	**Semester 2**
MBA PRJ2.1 Data Analysis	1	

Requirement Description	Credit Hours	Recommended Schedule
MBA PRJ2.2 Pricing Strategy	1	
MBA PRJ2.3 Product Portfolio	1	consent of instructor
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	
Sequence 3: Enterprise Performance	**7**	**Semester 3**
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	
Sequence 4: Implementing Strategy	**7**	**Semester 4**
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	
Sequence 5: Business Planning	**1**	**Semester 4**
MBA PRJ5.6 International Context Trip	1	
Major Field Test in Business administered by the Educational Testing Service (ETS)		
Total Hours for the Project-Based MBA (BBA to PMBA)	**30**	

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).

Get more information on the ETS exam. 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
Sequence 1: Strategic Leadership	**2**	**Semester 1**
MBA PRJ1.2 Salary Negotiation	1	
MBA PRJ1.6 External Environment	1	
Sequence 2: Consumers in the Market	**7**	**Semester 1**
MBA PRJ2.1 Data Analysis	1	
MBA PRJ2.2 Pricing Strategy	1	
MBA PRJ2.3 Product Portfolio	1	consent of instructor
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	
Sequence 3: Enterprise Performance	**6**	**Semester 2**
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	
Sequence 4: Implementing Strategy	**8**	**Semester 3**
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	
Sequence 5: Business Planning	**7**	**Semester 4**
MBA PRJ5.1 Industry and Company Analysis	1	
MBA PRJ5.2 Customer Analysis and Marketing Plan	1	

Requirement Description	Credit Hours	Recommended Schedule
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)		
Total Hours for the Accelerated Project-Based MBA (Leadership Certificate to PMBA)	**30**	

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 transcripted 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
I. Required Courses	**21**	
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	
Total Hours for the Certificate in Community & Organizational Leadership	**21**	

Graduate Certificate in Organizational Leadership

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	**9**	
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	
Total Hours for the Certificate in Organizational Leadership	**9**	

Graduate Certificate in Trauma-Responsive Leadership

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	**10**	
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	
Total Hours for the Certificate in Trauma-Responsive Leadership	**10**	

Master of Arts in Community & Organizational Leadership

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	**21**	
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	
II. Elective Courses	**8**	
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.		
III. Project	**6**	
MACOL 679 Capstone Project Development	3	MACOL 602
MACOL 680 Capstone Project	3	MACOL 679
Total Hours for the Master of Arts in Community and Organizational Leadership	**35**	

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

Requirement Description	Credit Hours	Prerequisites
I. Core Courses	**26**	
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	
II. Elective Courses	**3**	
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.		
III. Project	**6**	
MACOL 679 Capstone Project Development	3	MACOL 602
MACOL 680 Capstone Project	3	MACOL 679
Total Hours for the Master of Arts in Community and Organizational Leadership: Trauma and Restorative Justice Emphasis	**35**	

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

Requirement Description	Credit Hours	Prerequisites
I. Core Courses	**22**	
MACOL 601 Foundations of Organizational & Social Change	3	
MACOL 602 Critical Theory & Methods	3	MACOL 601
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	
II. Elective Courses	**7**	
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	
III. Project	**6**	
MACOL 679 Capstone Project Development	3	MACOL 602
MACOL 680 Capstone Project	3	MACOL 679
Total Hours for the Master of Arts in Community and Organizational Leadership: Diversity, Equity & Inclusion Emphasis	**35**	

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
I. Required Courses	**45**	
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
Total Hours for the MAT in Elementary Education	**45**	

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
I. Required Courses	**39**	
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
Total Hours for the Accelerated MAT in Elementary Education	**39**	

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
I. Core Courses	**33**	
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
II. Content Methods Courses	**3–6**	
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
Total Hours for the MAT in Secondary Education Program	**36-39**	

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
I. Required Courses	**27**	
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
II. Content Methods Courses	**3–6**	
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
Total Hours for the Accelerated MAT	**30-33**	

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
I. Required Courses	**33**	
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
II. Content Methods Courses	**6**	
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
Total Hours for the MAT Secondary Arts Education Program	**39**	

Recommended Plan of Study for MAT in Secondary Arts Education (Grades K-12) with K-6 Arts Endorsement Extension

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
I. Required Courses	**27**	
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
II. Content Methods Courses	**3**	
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
Total Hours for the Accelerated MAT	**30**	

Recommended Plan of Study for Accelerated MAT in Secondary Arts Education (Grades K-12) with K-6 Arts Endorsement Extension

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 610 MAT 612	MAT 607 MAT 615

Undergraduate Years	First Semester (Summer or Fall)	Second Semester (Fall or Spring)	Third Semester (Spring or second Fall)
EDUC 344	MAT 614	MAT 613 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
I. MAT Required Courses	**9**	
MAT 600 Culture, Family and Community	3	
MAT 602 Foundations of Education in a Diverse Society	3	
MAT 605 Diversity and Learning	3	
II. Elective Courses	**15**	
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	
III. Project	**8**	
MED 650 Introduction to Research Methods	2	Consent of instructor
MED 679 Research Methodologies	3	MED 650
MED 680 Research Project	3	MED 679
Total Hours for the MAT to Traditional MED	**32**	

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

Requirement Description	Credit Hours	Prerequisites
I. MAT Required Courses	**9**	
MAT 600 Culture, Family and Community	3	
MAT 602 Foundations of Education in a Diverse Society	3	
MAT 605 Diversity and Learning	3	
II. Trauma and Restorative Justice Coursework	**15**	
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	
III. Project	**8**	
MED 650 Introduction to Research Methods	2	Consent of instructor
MED 679 Research Methodologies	3	MED 650
MED 680 Research Project	3	MED 679
Total Hours for the MAT to MED with Trauma, Resilience, and Restorative Justice Emphasis	**32**	

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

Requirement Description	Credit Hours	Prerequisites
I. MAT Required Courses	**9**	
MAT 600 Culture, Family and Community	3	
MAT 602 Foundations of Education in a Diverse Society	3	
MAT 605 Diversity and Learning	3	
II. English as a Second Language Endorsement (ESL)	**15**	
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	

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

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

Requirement Description	Credit Hours	Prerequisites
I. MAT Required Courses	**9**	
MAT 600 Culture, Family and Community	3	
MAT 602 Foundations of Education in a Diverse Society	3	
MAT 605 Diversity and Learning	3	
II. English as a Second Language Endorsement (ESL)	**12**	
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
III. Elective Courses	**3**	
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

Requirement Description	Credit Hours	Prerequisites
IV. Project	**8**	
MED 650 Introduction to Research Methods	2	Consent of instructor
MED 679 Research Methodologies	3	MED 650
MED 680 Research Project	3	MED 679
Total Hours for the MAT to MED with Teaching English to Speakers of Other Languages (TESOL) Endorsement	**32**	

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 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 transcripted 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
I. Required Courses	**9**	
MED 613 Theories of Adult Learning	3	
MED 634 Teaching Adults	3	
MED 666 or MACOL 622 Online Teaching and Learning orProgram Planning and Evaluation	3	
Total Hours for the Graduate Certificate in Adult and Higher Education	**9**	

Graduate Certificate in Teaching English to Multilingual Learners

Requirement Description	Credit Hours	Prerequisites
I. Required Courses	**15**	
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	
Total Hours for the Graduate Certificate in Teaching English to Multilingual Learners	**15**	

Graduate Certificate in Trauma-Responsive Education

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

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

Master of Education

Requirement Description	Credit Hours	Prerequisites
I. Core Course	**3**	
MED 610 or MED 670 Sociocultural Contexts for Learning or Adult Ed Foundations & Futures	3	
II. Elective Courses	**21**	
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	

Requirement Description	Credit Hours	Prerequisites
MACOL 622 Program Planning & Evaluation	3	
III. Project	**8**	
MED 650 Introduction to Research Methods	2	consent of instructor
MED 679 Research Methodologies	3	MED 650
MED 680 Research Project	3	MED 679
Total Hours for the Master of Education	**32**	

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

Requirement Description	Credit Hours	Prerequisites
I. Teaching English to Speakers of Other Languages (TESOL)	**18**	
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 620 Multilingual Learners, Family, and Community	3	
MED 621 Foundations of Multilingual Education	3	
MED 622 Language Acquisition and Development	3	
MED 623 Instructional Methods for Multilingual Language Learners	3	MED 622 as pre or co-requisite
MED 624 Content Instruction for Multilingual Language Learners	3	MED 622
MED 625 Assessment for Multilingual Language Learners	3	MED 622
II. Core Course	**3**	
MED 610 or MED 670 Sociocultural Contexts for Learning or Adult Ed Foundations & Futures	3	
III. Elective Course	**3**	
Students may choose classes from the following:		
MED 610 Sociocultural Contexts for Learning	3	
MED 613 Theories of Adult Learning	3	
MED 615 Education, Schools and Politics	3	
MED 630 Literature and Info Texts K-12	3	
MED 634 Teaching Adults	3	
MED 635 Adult Ed Program Planning and Evaluation	3	
MED 652 Globalization of Education	3	
MED 653 Indigenous Knowledge and Lifeways	3	
MED 660 Directed Studies	1–3	
MED 665 Educational Research Extension	1	
MED 639 Neuroscience of Trauma	3	
MED 640 Trauma-informed Schools	3	

Requirement Description	Credit Hours	Prerequisites
MED 641 Restorative Justice in Schools	3	
MED 642 Foundations of Restorative Justice	3	
MACOL 622 Program Planning and Evaluation	3	
IV. Project	**8**	
MED 650 Introduction to Research Methods	2	consent of instructor
MED 679 Research Methodologies	3	MED 650
MED 680 Research Project	3	MED 679
Total Hours for the Teaching English as a Second Language Endorsement with Master of Education	**32**	

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
I. Adult Learning Certificate (ALC)	**15**	
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	
II. Elective Courses	**9**	
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	

Requirement Description	Credit Hours	Prerequisites
MED 653 Indigenous Knowledges & Lifeways	3	
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 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	
III. Project	**8**	
MED 650 Introduction to Research Methods	2	consent of instructor
MED 679 Research Methodologies	3	MED 650
MED 680 Research Project	3	MED 679
Total Hours for the Adult Learning Certificate followed by completion of Master of Education	**32**	

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
I. Trauma and Restorative Justice Core	**15**	
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	

Requirement Description	Credit Hours	Prerequisites
II. Elective Courses	**9**	
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 653 Indigenous Knowledges & Lifeways	3	
MED 660 Directed Studies	1–3	consent of instructor
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	
III. Project	**8**	
MED 650 Introduction to Research Methods	2	consent of instructor
MED 679 Research Methodologies	3	MED 650
MED 680 Research Project	3	MED 679
Total Hours for the Trauma, Resilience and Restorative Justice followed by completion of Master of Education	**32**	

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
I. Required Courses	**32**	
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	
Total Hours for Post Graduate DNP Program	**32**	

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
I. Required Courses	**90**	
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	
Total Hours for the Program	**90**	

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
I. Core Courses	**39**	
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
II. Elective Courses	**6**	
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		
Total hours for the MPH Program	**45**	

Recommended Plan of Study for Master of Public Health

	Fall Semester	Spring Semester	Summer Semester
MPH 10 (10-month program)	**Block 1** MPH 500 (3) MPH 510 (3) MPH 630 (3) **Block 2** MPH 520 (3) MPH 530 (3) MPH 540 (3)	**Block 3** MPH 640 (3) MPH 600 (3) MPH 635 (3) **Block 4** MPH 690A (3) MPH 645 Elective (3) MPH 621 (3)	**Block 5** 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
I. Required Courses	**18**	
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	
Total Hours for the Graduate Certificate in Public Health (Cert.PH)	**18**	

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 61 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	
II. Counseling Theory Courses	**6**	
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	
III. Elective Courses	**6**	
Take two Special Topics courses.		
CCE 650 Special Topics Seminars	3	
Total Hours For The MSCMHC Degree	**61**	

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).

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 *Two of the following:* 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
I. Required Courses	**36**	
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
II. Counseling Theory Courses	**3**	
Take one 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	
III. Elective Courses	**6**	
Take two Special Topics courses. CCE 650 Special Topics	3	
Total Hours for the MS in Applied Psychology	45	

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: *CCE 630 Humanistic/Existential Theory* *CCE 631 Cognitive Behavioral Theory* *CCE 632 Family Systems Theory* *CCE 644 Psychodynamic Theory* 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
I. Required Courses	**9**	
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	
Total Hours for the Program	**9**	

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 *Two of the following:* 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 ***CCE 651 Foundations of Adventure-Based Counseling (First 7 weeks)** ***CCE 652 Professional Practice in Adventure-Based Counseling (Second 7 weeks)** ***CCE 653 Clinical Practice in Adventure-Based Counseling (Summer - First 4 weeks)**
Year 3	CCE 645 Career Counseling and Development CCE 660 Internship I	CCE 661 Internship II ***CCE 651 Foundations of Adventure-Based Counseling (First 7 weeks)** ***CCE 652 Professional Practice in Adventure-Based Counseling (Second 7 weeks)** ***CCE 653 Clinical Practice in Adventure-Based Counseling (Summer - First 4 weeks)**

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
I. Required Courses	**42**	
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
Total Hours for the FNP Program	**42**	

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