

The University of Jamestown

The College of Graduate and Professional Studies

Catalog



Spring 2022
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Contact Information

JAMESTOWN CAMPUS

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GRADUATE CENTER-Fargo

4143 26th Ave S
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Professionalstudies@uj.edu

OFFICE OF ADMISSION

[800-336-2554](tel:800-336-2554)
admission@uj.edu

The Mission and History of the University of Jamestown

Throughout its more than 135-year history, University of Jamestown has consistently stood for academic excellence and Christian principles in all that it does. Catalogs published by the University from the very earliest years declare the commitment of this institution to the highest and best. The mission statement and current values of the University are included below:

Mission Statement

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

History and Heritage

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

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

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

The first classes at University of Jamestown began in September of 1886, three years before North Dakota became a state. By the end of the University’s second year, eighty-two students were pursuing degrees under the tutelage of five professors. Physical facilities were meager and circumstances difficult on the open prairie. The college hill had only one building and a barn for horses. Wood stoves furnished heat and oil lamps provided light. The extremely cold winter of 1886 contributed to the onset of economic problems. After closing during the financial panic of 1893, the University was reopened in 1909 by the North Dakota Synod under the leadership of President Barend H. Kroeze. Dr. Kroeze was to set in motion forces that would allow the University to grow and prosper as it “encouraged the development of an educated Christian citizenship” and sought “to offer a liberal culture combined with moral training.”

The current 110 acres of wooded land the Jamestown campus now occupies bears little resemblance to the bleak site upon which the founders stood and pondered the future of their own lives and that of a fledgling college. Today, University of Jamestown overlooks a progressive city of sixteen thousand people which offers a variety of recreational facilities and warm hospitality. Modern facilities now grace “College Hill,” including the architectural prize-winning Raugust Library, which houses more than 150,000 items; Larson Center; Seibold and Prentice residence halls; Lyngstad Center, a modern classroom facility; the Reiland Fine Arts Center, with its exceptional concert/ performance hall; the Unruh and Sheldon Center for Business and Computer Science; the Ed and Elaine Nafus Student Center; the Foss Fitness Center; the remodeled Liechty Center-Taber Hall; the McKenna-Thielsch Center with its nursing and science labs; and the Harold Newman Arena. The University also has two buildings located in south Fargo that house the Doctor of Physical Therapy, Master of Arts in Leadership, Master of Science in Clinical Counseling, and Professional Studies programs. In January 2022, the University opened its first location outside of North Dakota with the ribbon cutting for the UJ Accelerated facility in Phoenix, Arizona.

In January 2020 the University divided into the Undergraduate College and the College of Graduate and Professional Studies. The Undergraduate College is the home to all of the undergraduate programs of study housed on the Jamestown campus. The DPT and all master’s programs are in the College of Graduate and Professional Studies along with the university’s online undergraduate programs and UJ Accelerated.

Only the University’s objectives have remained unchanged. These are reaffirmed in our goal of academic excellence in a Christian environment and in our determination to equip our students to face new problems and challenges in a changing world. Those objectives are realized not only through a quality faculty and curriculum but also through outstanding facilities and co-curricular programs, such as athletics, choir, and drama. We believe a Christian environment is crucial to the educational process. It provides discipline to the development and freedom of the mind and imparts a spiritual dimension of hope and grace. University of Jamestown and the Presbyterian Church in the United States of America (PCUSA) have an historical relationship, and they maintain their relationship by a covenant agreement to support one another in their respective missions.

Our size and location in a small North Dakota community facilitates our mission to provide students with meaningful individual guidance and support by competent and concerned faculty. That is the essence of the quality liberal arts education.

Foundational Values

As an institution of higher education in the Presbyterian tradition, we celebrate God through the use of our minds and the exercise of reason, believing that God is the source of all truth. “You shall love the Lord our God with all your heart, and with all your soul, and with all your mind” (Matthew 22:37).

Our Christian and Reformed tradition embraces the liberal arts and the ongoing search for knowledge and truth as a way of liberating the human spirit and of understanding the world we share with others. University of Jamestown promotes education as a means to improve lives, search for vocation, and create lifelong seekers of truth and wisdom. We value the life of the mind and the life of the spirit and therefore hold that faith and reason reinforce each other and that through mind, heart, and hands one can honor God and serve humanity.

Historically, this strong belief that learning and the search for truth are closely connected to faith formed the basis for the Presbyterian Church's early and significant commitment to higher education. As a result, prior to the Civil War, one-fourth of the colleges in the United States were Presbyterian. In 1883, when the Presbyterian Church extended its mission into the Dakota Territory's frontier, University of Jamestown was founded in a newly incorporated city ninety miles west of Fargo.

University of Jamestown is a fully independent, self-governing institution that shares an historic relationship with the Presbyterian Church (USA). We are proudly non-sectarian and welcome students of all faiths and beliefs. Our Latin motto, "Lux et Veritas," proclaims to all that the pursuit of truth lights our journey today as it has since 1883.

Accreditation, Approvals, Memberships, and Affiliations

The University of Jamestown is accredited by the Higher Learning Commission. You can obtain or review accreditation documents by contacting the Higher Learning Commission at the address provided below:

The Higher Learning Commission
230 South LaSalle Street, Suite 7-500
Chicago, Illinois 60604-1411
Phone: 800-621-7440 / 312-263-0456
Fax: 312-263-7462
info@hlcommission.org
<http://www.hlcommission.org/>

The University of Jamestown has been continuously accredited since 1920. Its teacher education program is approved by the Education Standards & Practices Board of North Dakota; and its nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE) and by the State Board of Nursing Education and Nursing Licensure.

The Physical Therapy Program at the University of Jamestown is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>.

The University also holds memberships in the Association of Presbyterian Colleges and Universities, the Council of Independent Colleges, and the National Association of Intercollegiate

Athletics. The University also has a number of affiliation and consortium agreements with medical facilities that provide clinical experience for its students.

Reservation of the Right to Modify

The programmatic and financial information herein are to be considered directive in character and not as an irrevocable contract between the student and the University. The University reserves the right to make changes that seem necessary or desirable, including course cancellations. Catalog information is subject to change without notice.

2021-2022 Academic Calendar

Semester I

Tuesday	Aug 17	New Faculty Orientation
Wednesday-Friday	Aug 18-20	Faculty Workshops
Friday-Saturday	Aug 20-22	New Student Orientation
Monday	Aug 23	Fall Classes Begin
Monday	Sep 6	Labor Day – No Classes – Offices Closed
Friday	Oct 15	End of Midterm – First 8 Weeks
Monday	Oct 18	Fall Break – No Classes
Saturday-Sunday	Nov 20-28	Thanksgiving Break
Monday	Nov 29	Classes Resume
Friday	Dec 10	Last Day of Fall Classes
Monday-Thursday	Dec 13-16	Fall Final Exams
Thursday	Dec 16	Fall Semester Ends

Semester II

Monday	Jan 10	Spring Classes Begin
Friday	Mar 4	End of Midterm – First 8 Weeks
Saturday-Sunday	Mar 5-13	Spring Break
Monday	Mar 14	Spring Classes Resume
Tuesday	Apr 12	Assessment Day
Friday	Apr 15	Good Friday – No Classes
Monday	Apr 18	Easter Monday – No Classes
Friday	Apr 29	Last Day of Spring Classes
Monday-Thursday	May 2-5	Spring Final Exams
Thursday	May 5	Spring Semester Ends
Saturday	May 7	Commencement

Assessment

The University of Jamestown has a genuine interest in a continuing assessment of student learning as a way of measuring its success in meeting its mission and enhancing its academic programs. The assessment process is guided by the foundational values and the mission of the University. To clarify this connection, fourteen institutional objectives provide linkage between program outcomes and the university mission. These are listed below.

Institutional Objectives

The University of Jamestown:

- a) *maintains academic, professional and pre-professional programs that prepare students for entry into the work force or for further education. (Academic Preparation)*
- b) *provides students with a general education curriculum rooted in the liberal arts to improve critical thinking skills and increase general knowledge. (General Education)*
- c) *provides opportunities for students to learn basic ethical principles and to engage in character-building activities. (Character Building)*
- d) *provides support services to assist students in achieving their academic goals. (Academic Support Services)*
- e) *manages financial resources to support its objectives and strategies in a manner that ensures the institution's viability in the short and long-term. (Sound Fiscal Management)*
- f) *provides extra-curricular opportunities for students to learn and grow on a personal, social, and civic level. (Student Support Services)*
- g) *fosters an appreciation of difference through the integration of curricular and co-curricular experiences that are intentionally developed to help students integrate into a global society. (Diversity)*
- h) *operates within a system of shared governance in which the opinions and values of constituents contribute to decisions and responsibility for success is shared. (Shared Governance)*
- i) *recognizes and fosters opportunities to connect with, integrate into, and participate with the larger community in which it resides. (Community)*
- j) *maintains the infrastructure necessary to support both the academic program and student life. (Infrastructure)*
- k) *demonstrates its commitment to continuous improvement through discipline-specific and pedagogical faculty development. (Faculty Development)*
- l) *demonstrates its commitment to continuous improvement through staff development. (Staff Development)*
- m) *provides opportunities for students to be involved in Christian religious life activities and to explore their faith. (Christian Life/Religious Life Environment)*
- n) *uses current technology to enhance student learning, administrative efficiency, and institutional effectiveness. (Technology)*

A partial list of assessment activities follows:

- a) administration of the Noel/Levitz Survey of Student Satisfaction and the University of Jamestown Student Survey of Institutional Effectiveness (SSIE);
- b) administration of standardized testing to graduating seniors in selected departments (e.g. MFT, CBE); graduating seniors complete these assessments as required by certain departments;
- c) analysis of reported performance on graduate and professional school examinations (including the Graduate Record Examination: General and Subject Tests, the Pre-Professional Skills Test and the Praxis II in Education); the Medical College Admission Test, the Law School Admission Test, and the National Council Licensure Examination in Nursing;
- d) internal academic program reviews rotating all departments on an every 5 year basis, with periodic external reviews;
- e) analysis of placement information based on alumni surveys;
- f) administration of a faculty and staff survey to gain knowledge of the opinion of faculty and staff about the institution;
- g) analysis of exit surveys from graduating seniors and classroom assessment summaries from every academic department;
- h) analysis of student retention, experiential education, career planning between education and career;
- i) linking assessment results to program development, and;
- j) an ongoing evaluation of our assessment program.

While formal and informal reports from alumni, employers, trustees and other constituencies comprise additional information relevant to assessment, student input constitutes the critical source of assessment data. Therefore, all students will be expected at various junctures during their tenure at University of Jamestown to contribute to our assessment program by completing surveys, standardized tests, and exit surveys as required by their curriculum.

Via Watermark

The University of Jamestown utilizes Via Watermark products, a suite of web- based assessment system, to capture data from rubrics, course evaluations, satisfaction surveys, field experience binders, and other electronic assessment tools. Reports on these data contribute to our assessment of program outcomes and institutional objectives by providing valuable insight into student learning, faculty performance, campus life, and much more.

For questions or guidance contact:

Mona Klose
Associate Dean for Institutional Effectiveness
mklose@uj.edu
701-252-3467 ext. 5495

Anna Munns Engdahl
Director of Assessment
amunns@uj.edu
701-356-9204

General Policies, Resources, and Services

Academic Advising

All students at the University are assigned an academic advisor by the registrar's office and/or their program director. Students should meet with their advisor for assistance in selecting classes for the next academic terms, professional advice, and help navigating the university.

Alcohol Use

The use of alcohol on campus or at student University functions is prohibited. Under North Dakota law, alcoholic beverages are prohibited to anyone under twenty-one years of age. Procuring alcoholic beverages for a minor is a felony offense.

Career Services and Experiential Education

The Office of Career Services and Experiential Education serves all UJ students and alumni in a variety of ways. The primary responsibilities of Career Services are to provide career planning and job search preparation services to students and alumni. Experiential Education assists students in exploring and locating field experiences such as internships and cooperative education, job shadows, volunteer work, consulting projects, curricular and optional practical training for international students, and study abroad opportunities. Students interested in participating in experiential Clinical training, practicum, and/or externship opportunities should discuss options with an advisor or the UJ career center: careers@uj.edu. The following services and information are available:

Career Services:

- Career advising, development, and testing
- Computer aided career assessment, *Focus-2*
- Career Alumni Network (CAN)
- Career Insider
- Career library
- Career speakers and workshops
- Informational interviews
- Occupational files
- Market trends
- Graduate and professional school information
- Military career information
- Job vacancy lists (career, part-time, summer, internships)
- Employer contacts and files
- Job search assistance (resumé, cover letter, portfolio, interview skills)
- Mock interviews
- Salary information
- Job fairs

Experiential Education:

- Internship and consulting project contacts and information
- Job shadows
- Internship fairs
- Volunteer fair
- Irish American Scholar Programs
- ISEP (International Student Exchange Program)
- Curricular and optional practical training application materials for international students
- Study abroad presentations
- Career planning, job search, and experiential education workshops

More information about Career Services and Experiential Education can be found online at www.uj.edu/career-center.

Commencement

Graduating students are expected to attend and participate fully in graduation activities including baccalaureate and commencement ceremonies. Mid-year or other graduates unable to return for commencement may request their degrees in absentia by writing to the Dean of the College of Graduate and Professional Studies.

Complaint Policy and Procedure

The University of Jamestown is dedicated to providing students with resources that will better equip them to have the best possible college experience in positive and empowering ways. This policy is available to individuals who have a complaint regarding a process or person of the university community not covered by existing policies (academic grade policy, discrimination/harassment, grade appeal and resident life conflict). The objective of the complaint policy is to resolve issues as quickly and efficiently as possible at the level closest to the student.

For the purposes of this policy a complaint is defined as a statement that a situation is unsatisfactory or unacceptable. Complaints can be filed with the university at <https://www.uj.edu/current-student/security-safety-complaints/student-complaints/student-complaint-form>.

Procedure:

1. The student will submit the complaint utilizing the online form on the UJ website: <https://www.uj.edu/current-student/security-safety-complaints/student-complaints/student-complaint-form>. The submission will be received by the Dean of Engagement and Student Affairs.
2. Complaints will be forwarded to the appropriate academic or nonacademic area for follow up as noted below:

- a. Academic complaints are submitted to the appropriate Department Chair or Director.
- b. Student Affairs complaints are submitted to the appropriate Director in Residence Life or Student Activities.
- c. Business Office complaints are submitted to the Chief Financial Officer.
- d. Financial Aid complaints are submitted to the Director of Financial Aid.
- e. Records and Registration complaints are submitted to the Registrar.
- f. Unlawful Discrimination and Harassment complaints are submitted to the Title IX Coordinator or Director or Residence Life.
- g. Complaints against the Provost, a Department Chair, Dean, Director or Vice President are submitted to the direct supervisor, such as the Provost or President.
- h. Complaints against the President are submitted to the Chair of the Board of Trustees.
- i. All other complaints are submitted to the Director of Human Resources.

Level 1 Complaint Process

Absent extraordinary circumstances, the person, normally a Chair or Director, to whom the complaint has been submitted conducts, within seven (7) business days of receiving the complaint, a formal conference with the student, permitting her or him to provide any necessary relevant information. The Chair or Director confers with the other person or persons involved and conducts an additional investigation as he or she deems necessary. Absent extraordinary circumstances, a written recommendation is sent within seven (7) business days of the first formal conference. The recommendation is sent to the student and the other involved person or persons. The written recommendation states the background information, the rationale for the recommendation, and the recommended remedy, if any. Copies of the original complaint and the written recommendation are kept in the Student Affairs Office for a minimum of five years.

Level 2 Complaint Process

If the complaint is not resolved in Level 1, the individual initiating the complaint or one of the other involved parties may, with fourteen (14) business days of receipt of the Level 1 recommendation, appeal to the direct supervisor of the person who wrote the recommendation. Absent extraordinary circumstances, the supervisor holds a meeting within fourteen (14) business days of receipt of the appeal or complaint. Absent extraordinary circumstances, a written recommendation is sent to the student and others within fourteen (14) business days of such meeting. In cases of appeals to Level 2, copies of the original complaint and the Level 1 and 2 written recommendations are kept in the Office of Student Affairs for a minimum of five years.

Level 3 Complaint Process

Except in the case of a complaint against the President, where the Board of Trustees has final authority, appeals of the Level 2 recommendation are submitted to the President

within fourteen (14) business days. The President makes the final decision. Absent extraordinary circumstances, the President's written decision is sent to the individual initiating the complaint and the other parties within fourteen (14) business days of receiving the Level 3 appeal. The president's decision is final. In cases of appeals to Level 3, copies of the original complaint, the previous written recommendations, and the final decision are kept in the Office of Student Affairs for a minimum of five years.

Documentation

Complaints will be recorded with outcomes in the Dean of Student Engagement and Student Affairs office. Quarterly reports will be submitted to the President's Cabinet with the following information:

- Total number of complaints
- Nature of complaints received by generic category
- Summary record of each complaint received and action taken
- Total number or appeals and percentage of decisions which were either upheld or overturned
- An annual analysis of any complaint trends noticed and steps already taken or recommended courses of action to address these trends.

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

Arizona State Board for Private Post-Secondary Education

If the student complaint cannot be resolved after exhausting the Institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Post- Secondary Education. The student must Contact the State Board for further details.

The State Board address is:
1740 Adams Street, #3008
Phoenix, AZ 85007.
Phone: 602/542-5709
Website: www.azppse.gov

National Council for State Authorization and Reciprocity Agreements

Student complaints not resolved through the University's procedures as described in the student handbook may be filed with the National Council for State Authorization and Reciprocity Agreements. These complaints can be mailed or emailed to:

Cheryl Thompson, M.S.Ed.
Outreach Manager
Core Technology Services of the North Dakota University System
2000 44th St. SW, Suite 301
Fargo, ND 58103

stateauth@ndus.edu

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

Counseling Services

The UJ Counseling Center is constructed to provide short-term solution-focused counseling and the services are free and confidential for our students. The Counseling Center is located on the third floor of Taber Hall in the 300 suite. Appointments, including those held by video conference, can be made by emailing counseling@uj.edu or calling/texting 701-659-0834 during business hours. The UJ Counseling Center is here to provide support and listen. We can also help you connect with local counseling providers. Our licensed counselors are not, by law, licensed to prescribe, manage or recommend medications.

Nondiscrimination Policy

The University of Jamestown is committed to fostering an atmosphere that is respectful and cooperative, and which promotes equal opportunity. University of Jamestown prohibits unlawful discrimination and/or harassment in the University environment, in its employment, and in all of its programs, including: all academic, extra-curricular, and University- sponsored activities whether off or on campus. University of Jamestown is committed to ensuring an environment free from all discrimination and/or harassment based on race, color, religion, national origin, sex, pregnancy, sexual orientation, gender identity, age, marital status, family medical history or genetic information, disability, political affiliation, military or veteran status, status with regard to public assistance, or other status with respect to which discrimination would be unlawful. Prohibited behaviors include: disrespectful and offensive behavior, unwelcome remarks and/ or physical conduct that denigrates or shows hostility or aversion toward an individual's race, color, national origin, gender, disability, sexual orientation, or other status with respect to which discrimination would be unlawful.

All students, faculty, administrators, and staff are encouraged to work together to prevent acts of unlawful discrimination and/or harassment of any kind. University employees who observe acts of discrimination and/or harassment should intervene to stop discrimination and/or harassment, unless circumstances would make such intervention dangerous. Any student, faculty, administrator, or staff who believes he or she has been subjected to or witnessed discrimination, harassment, or a hostile environment shall promptly report such conduct to the Affirmative Action Officer/Title IX Coordinator, Becky Knodel (bknodel@uj.edu, 701-252-3467 ext 5566, Liechty Center/ Taber Hall 219) or the alternate designee, Vice President for Student Affairs (Lyngstad), so that the University can timely, fairly, and appropriately investigate, document, and respond to any such reports. Any student, faculty, administrator, or staff found to have engaged in acts of unlawful discrimination, harassment or other acts that create a hostile environment at the University of Jamestown, will be promptly disciplined. Such discipline may include, if circumstances warrant, discipline up to and including suspension, expulsion, and termination. Retaliation against any person who complains of discrimination or harassment, or who participates in the investigation of a complaint of

discrimination or harassment, is prohibited. Individuals who are found to have engaged in retaliation will be subject to discipline up to and including termination of employment, suspension, or expulsion.

Raugust Library

Raugust Library, built in 1971, currently houses more than 150,000 items including books, periodicals, CDs, DVDs, and microforms. Computers and wireless access allow students to work in a comfortable setting with the best of both the print and online worlds. Special collections include the archives, the curriculum library (a collection of children's fiction, non-fiction, and textbooks), and a large collection of the works of Louis L'Amour in a dozen languages.

The library is a member of ODIN (Online Dakota Information Network) a network allowing access to all materials in Raugust Library along with eighty other North Dakota libraries. ODIN provides students with access to more than eighteen million items including over 100,000 full text online journals in 149 databases and 83,000 periodicals. We also provide streaming video through Films On Demand and Academic Video Online and over 2,200,000 tracks of streamed music through Naxos. Through this cooperative network, any materials located in North Dakota can usually be borrowed or copied for the student in less than a week or sent instantly online. Raugust Library also subscribes to Encyclopedia Britannica Online, WorldCat, which accesses the holdings of more than 60,000 libraries in 112 countries.

Raugust Library provides in-depth and on-the-spot reference services through email, phone calls, chat, and in-person interviews. Students and faculty can schedule a meeting for extended help with their research projects. Also, check out our YouTube channel for instruction in how to use databases, check out books, interlibrary loan, and help with citation styles.

Smoking and Tobacco Use

The University of Jamestown strives to provide an atmosphere conducive to the physical and mental well-being of its employees, students and visitors. To support this atmosphere, the University of Jamestown is a tobacco free in all of its facilities. This policy applies to all employees, students, visitors, and contractors. The policy also applies to external individuals or companies renting space with the University of Jamestown and should be reflected in all agreements/contracts with such individuals or companies. The use of electronic (e-cigarettes) is also prohibited including all types of vaping devices.

Student Conduct

Admission to the University of Jamestown constitutes an agreement that applicants will abide by the rules and regulations of the University. Policies and programs are directed toward assisting students to develop a maturity that allows them to work and think as free individuals within a community. Specific University regulations may be found in the *Student Handbook*, which is available on the University's web site.

Student Success Center

The Student Success Center, located in Raugust Library, offers assistance to students who have not yet declared a major or who need further help in the development of suitable educational plans, the selection of appropriate classes, or the evaluation of academic progress. The Student Success Center strives to promote student development by helping students to identify and assess alternatives and consequences of their educational plans and decisions.

This center also provides students with the unique opportunity to receive peer tutoring free of charge. Peer tutors are available to assist students in most subject areas. Students experiencing academic difficulty may consult with the director of the center to develop a plan to help them achieve their academic goals. Consultation on advising concerns and assistance in reading skills, study skills, and time management are also available. The Student Success Center also provides accommodations for students with documented disabilities.

The SSC also offers study groups for a variety of subject areas. Students can find a complete listing of study groups on the SSC website. Students are encouraged to attend a study group first, if the subject area is offered. However, if the student finds they need more one-on-one attention, they can request a peer tutor. Students can request a peer tutor by emailing tutors@uj.edu. Online tutoring services are available upon request.

The Student Success Center is also the home to the university's disability services and a variety of reasonable accommodations can be made to help students succeed academically.

Guidelines for Student Requests for Reasonable Accommodation on the Basis of a Learning Disability:

1. Students are responsible for identifying themselves to the Associate Dean for Student Success as having a learning disability requiring reasonable accommodation. Even when parents are involved in requesting services, it is primarily the student's responsibility to initiate the request.
2. A newly accepted or currently enrolled student whose learning disability requires reasonable accommodation may make a request for accommodation at any time. Because the arrangements for some accommodations take a significant amount of time, the student should make a request as early as possible.
3. To be considered as a student with a learning disability under the law, the individual is responsible for providing relevant written documentation that substantiates his or her claim.

Students or prospective students who with questions about accommodations can contact Student Success Center Staff at disabilityservices@uj.edu.

Transcripts

Transcript requests must be submitted in writing at least one week prior to the date needed. Either a completed transcript request form or a letter bearing the student's signature is acceptable. Federal

law does not permit the University to honor requests for transcripts made by telephone or by relatives or friends of the student. A request for a transcript of credits by a student who is in debt to the University will not be honored until the debt has been paid. The first transcript issued is free of charge. Thereafter, a fee of \$15 per transcript is charged. The written request by the student, accompanied by a check or money order payable to the University of Jamestown, if applicable, should be sent to the Registrar's Office, University of Jamestown, 6086 College Lane, Jamestown, ND 58405. Transcripts can be requested online through the National Student Clearinghouse for an additional \$2.25 per transcript. Each transcript includes the student's entire academic record to date. Partial transcripts are not issued. The University of Jamestown does not fax or e-mail official transcripts.

University Chaplain

Throughout its history, The University of Jamestown has provided for the spiritual as well as the academic growth of its students. A chaplain works with others in providing for spiritual needs on campus. The chaplain, student chaplains, and the Religious Life Committee plan activities that work toward the goal of helping students grow in their relationship with Jesus Christ. Activities are planned by the chaplain and the Religious Life Committee to meet these five primary needs of the Christian community: worship, fellowship, nurture, service, and missions. Regular activities include a weekly chapel service, student ministry teams, student bible studies, retreats, service projects, and mission trips. The chaplain is also available for personal counseling both in person and virtually.

University and the Law

The University of Jamestown upholds municipal, state, and federal laws and cooperates fully with all law enforcement agencies. Violation of public law may result in University disciplinary action. As a part of the larger community, students accept full responsibility for their own actions under federal, state, and local laws. While affording reasonable aid to its members in difficulties with the law, the University provides no immunity from the consequence of illegal acts.

Admission, Cost of Attendance, and Financial Aid Policies and Information

Undergraduate Admission

Admission

The University of Jamestown extends admission consideration to academically qualified students of good character and seriousness of purpose based on the following criteria:

1. high school and college academic records
2. personal factors such as extra-curricular involvement, character, and leadership.
3. Access to Internet
4. Microsoft Office Software Suite

A full range of opportunities at the University of Jamestown is available to all students who meet admission requirements without regard to race, color, age, religion, gender, national origin, disabilities, sexual orientation, or veteran status, in accordance with the law.

The University reserves the right to deny admission, continued enrollment, or re-enrollment to any applicant or student whose personal history and background indicate that his or her presence at the University would endanger the health, safety, welfare, or property of the members of the academic community or interfere with the orderly and effective performance of the University's functions.

Application Information

Each applicant must submit the following:

1. A completed online application form (no application fee).
2. Official transcripts of all high school and previous college credits.

All applicants should have satisfactorily completed a minimum of the following high school courses: four years of English and three years each of science, social studies, and mathematics.

Requirements for and Notification of Acceptance

Each application for admission is considered on an individual basis. To matriculate from an accepted student to being officially enrolled, all students must submit a \$250 enrollment fee.

Categories of Admission Status

- Good Standing - Students whose records indicate good accomplishment and potential are admitted in good standing.
- Conditional Acceptance - Students whose records indicate additional support or guidance is required are admitted conditionally.

- Special Admission - This classification includes students carrying fewer than twelve semester credits who is not a candidate for a degree, the occasional student who has completed a baccalaureate degree, and the student whose program is limited to auditing courses.

Transfer Students

Students transferring from other colleges or universities must follow the same procedure as detailed under the previous heading “Application Information.”

All courses accepted at the University of Jamestown for transfer credit toward the bachelor’s degree will be entered on the University of Jamestown record and included in the computation of required averages for applicable scholarships or graduation honors.

The University of Jamestown will accept any course for credit that corresponds to programs of study offered at the University from institutions which meet the criteria listed below. Whether a course corresponds to a program of study at University of Jamestown will be determined by the registrar in conversation with the relevant department chair or program director.

1. The institution must be accredited by a Council for Higher Education Accreditation approved regional accrediting association of schools and colleges.
2. The institution must offer an Associate of Arts, Associate of Science, Bachelor of Arts or Bachelor of Science degree. University of Jamestown will consider for credit only courses which satisfy the requirements for these degrees. Other courses will be evaluated according to our policies for courses from non- accredited institutions.

Only courses in which the student has earned a C- or better are eligible for transfer credit. Courses graded only on a pass/fail basis will be transferred only if the student can provide documented evidence that he/she performed at a C- or better level in the course. Internships, credit for experiential learning, and advanced standing credit courses with a grade of Pass will be accepted for credit provided the courses meet all other transfer policies.

The University of Jamestown standards will be applied in determining the transferred courses and grades that will satisfy requirements. Lower level undergraduate credits transferred from another college or university are generally classified as freshman and sophomore credits. A maximum of sixty-four semester credits of lower level credits will be accepted toward the baccalaureate degree. Exceptions may be granted by petition to the Dean of the College of Graduate and Professional Studies.

The University of Jamestown accepts credit from international institutions. The official academic transcript is required to be translated into English and reviewed by a third-party transcript-evaluating firm. The fee for the service will be paid by the students.

The University of Jamestown will accept credit from a non-accredited institution on a course-by-course basis. Each course a student wants to transfer to the University from a non-accredited institution

will be evaluated by the department chair or program director of the corresponding department. The student will be required to provide a course description along with a course syllabus and other course materials as requested. If the department chair or program director determines the course meets the University of Jamestown standards, and the student received a C- or better in the course, the university will accept the course for transfer credit.

A student who has been suspended from the University in which he or she was most recently registered must be out of school for at least one semester before being admitted on academic probation. In admitting transfer students, the University of Jamestown will apply any academic sanction applied to the student at the time of his or her transfer unless those standards are in conflict with the University's requirements.

Veterans

Veterans who have earned college credit in one of the programs of the United States Armed Forces Institute should request a transcript to be sent to the registrar. Such credit may be accepted by the University of Jamestown in accordance with the University's general policy governing correspondence study.

One semester credit of physical education activity is granted for each six-month period of military service up to a maximum of four semester credits with the stipulation that such credit may not be used to satisfy requirements for a major or a minor in physical education. All students receiving VA benefits must provide the institution with a certificate of eligibility (COE) or a statement of benefits from the VA. Once the student provides the institution with the COE or statement of benefits from the VA, the student will be allowed to attend and participate in all academic activity without fulfilling their financial obligation to the institution. Students waiting for VA benefits will not receive penalties from the institution such as late fees, denial of access to classes or denial of any campus facilities or services due to an outstanding bill. The institution will not require VA students waiting for benefits to borrow any additional funds to fulfill their financial obligation. This policy is in effect until the date the VA pays the student or until 90 days after the institution certifies tuition and fees for the student whichever is earlier.

International Student Policies

International students apply to the University of Jamestown using the following steps:

1. Complete the online International Student Application (no application fee).
2. Submit official transcripts from all secondary schools and universities you have attended, (including those from English-speaking countries). International students are required to submit their academic transcripts to InCRED Transcript Evaluation Services for evaluation. Information and procedures can be found at incredevals.org.
3. Provide a score from the TOEFL (code is 6318). A minimum TOEFL score of 525 on the paper test, 197 on the computerized version or 70 on the Internet-based TOEFL (iBT). The TOEFL may be substituted by the IELTS exam with a minimum score of 6.0 overall and a 5.5 minimum on any one test section. ACT or SAT scores are optional. (Note: if you are from an English-speaking country, the TOEFL requirement may be waived.)
4. Provide documentation of sufficient financial resources. The United States Department of

Homeland Security regulations require international students to demonstrate the ability to finance their education prior to the release of their DHS Form I-20. The University will accept a dated bank statement with an official signature. The University of Jamestown will accept a dated bank statement with official signature.

Graduate Admission

Admission into a University of Jamestown graduate program is made at the programmatic level. Interested students should consult the program's website for details about program admission policies and procedures. Access to Internet and Microsoft Office Software Suite is required to be considered for admission to all Accelerated and Professional Studies programs.

Payment of Charges

Payment of all student bills is due on the fifth day of classes. Those not paid in full on that date will be charged interest at a rate of 1.5 percent per month.

First Day of the Semester/Term:

- All charges assessed by the University of Jamestown (tuition, fees, room, and board) are due and payable on the first day of the semester/term.
- Unpaid balances begin accruing finance charges on the first day of class, which are added monthly.
- A student may contact the cashier and discuss alternative payment arrangements for any unpaid balance. The cashier can be contacted by email at cashier@uj.edu or by telephone at 701-252-3467, ext. 5561.

Thirty Days after the First Day of the Semester/Term or the Completion of Four Weeks:

- Meal plan and participation in co-curricular activities will be suspended for students with past-due accounts, or if the student is not adhering to approved payment arrangements.

Sixty Days after the First Day of the Semester/Term or the Completion of Eight Weeks:

- The student is withdrawn from the University of Jamestown if a payment arrangement has not been approved or if an approved payment arrangement is delinquent.

Past due students accounts may be sent to a collection service.

One half of financial aid awarded to the student will generally be applied to each semester. The student will not be allowed to register for the next semester and credits will not be issued until the account is paid in full. The University reserves the right to withhold statements of honorable dismissal, credits, transcripts, and diplomas until all financial obligations have been met with the Business and Financial Aid Offices.

Cost of Attendance and Fees

The cost of attendance and fees at the University of Jamestown change on an annual basis and across academic programs. Students should consult the following websites for the most recent information about the cost of attendance.

- Doctor of Physical Therapy: <https://www.uj.edu/prospective-students/graduate-students/doctor-of-physical-therapy/cost>
- Master of Arts: <https://www.uj.edu/prospective-students/online/graduate/master-of-arts-in-leadership>
- Master of Education: <https://www.uj.edu/prospective-students/online/graduate/master-of-education>
- Master of Science: <https://www.uj.edu/prospective-students/online/graduate/master-of-science-in-clinical-counseling>
- Professional Studies/Undergraduate/UJ Accelerated Programs: <https://www.uj.edu/prospective-students/c-undergrad/j-costs-aid/tuition-scholarships>

Other Fees

Students in the College of Graduate and Professional Studies are also subject to two fees of which they should be aware:

- Graduation Fee \$125
- Graduation Brick \$25 (optional)
- Transcripts \$15 (the first transcript is free)

Financial Aid

Through an extensive program of scholarships, grants, work programs, and loans funded by federal, state, and institutional sources, the University of Jamestown is determined to ensure that no qualified student will be denied an education due to lack of adequate financial resources. The majority of our full-time students participate in one or more of the financial aid programs available through the University. The admission and financial aid staff will work to prepare an individual package to fit the needs of each student. The Office of Financial Aid awards aid based on demonstrated need while most merit and talent-based awards are determined by other departments such as admission, athletics, and fine arts.

Application Procedure

Federal financial aid may be available for students who qualify. More information can be found online at www.studentaid.gov or on the UJ Financial Aid Office website. Students may also contact the UJ Financial Aid Office with questions.

All students must complete the Free Application for Federal Student Aid (FAFSA) every year to be considered for need based aid. The FAFSA can be completed online at www.studentaid.ed.gov. The Office of Financial Aid may require the FAFSA to be completed in other instances as well.

North Dakota Residents

Residents of North Dakota who have graduated from a North Dakota high school may be eligible for a variety of scholarships or grants made available through the North Dakota University System. Additional information for each of the following programs that are administered by the North Dakota University System can be found at www.ndus.edu/paying-for-college/.

Satisfactory Academic Progress (SAP) Policies

The UJ Satisfactory Academic Progress (SAP) Policy for undergraduate students can be found online at: <https://www.uj.edu/current-student/forms-handbooks-policies/undergraduate-programs-satisfactory-academic-progress-policy>.

The UJ Satisfactory Academic Progress (SAP) Policy for graduate students can be found online at: <https://www.uj.edu/prospective-students/online/graduate/financial-aid/policies-disclosures-guidelines/graduate-programs-satisfactory-academic-progress-policy>.

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

The UJ Return of Federal Title IV Aid and Institutional Aid and Refund Policy can be found at: <https://www.uj.edu/wp-content/uploads/2021/07/R2T4FundsPolicy.pdf?v=1634915848709>.

Refund Policy

Students may drop and/or add class prior to the first day of the class without receiving a grade or a “W” on their transcript. Students will be refunded 100% of tuition charges for courses dropped prior to the first day of the class. Dropped classes occurring during the first week will receive a 75% refund on tuition charges and will receive a “W” grade on their transcript. During and after the second week of the class, no tuition refunds, other than government-mandated ones, will be paid after that date. Classes added beyond these deadlines require approval of the Dean of the College of Graduate and Professional Studies.

Student Refund Policy

Students who drop/withdraw from any/all classes are eligible for the following refund:

- Before Week 1..... 100% tuition refund
- During Week 1 75% tuition refund
- During or after Week 2.....No refund

Academic Policies and Procedures

Academic Course Load and Full-Time Student Status

Undergraduate students registered for twelve or more semester credits during a given semester are classified as full-time students.

Graduate students registered for six or more semester credits during a given semester are classified as full-time students.

Academic Integrity Policy

At the University of Jamestown, we operate in an atmosphere of mutual trust between and among instructors and students. Sometimes this trust is violated through the intentional or accidental misrepresentation of facts, ideas, or data by members of the academic community. Such misrepresentations are violations of the Academic Integrity Policy. There are three main types of violations: cheating, inappropriate collaboration, and plagiarism.

Cheating involves the misrepresentation of knowledge or experience. For example, if students use unauthorized materials during an examination (for instance, by looking at other students' exams, obtaining the questions in advance, and so on) they are falsely representing themselves as having recalled material or reasoned correctly, when, in fact, they did not. If students fake the data in a laboratory experiment, they are falsely suggesting that they acquired information in accordance with prescribed procedures.

Inappropriate collaboration involves presenting academic work as one's independent effort when it includes significant elements of the work of others. When important ideas or actual phrasings in an academic work belong to an unnamed colleague, misrepresentation has occurred. It is dishonest for one student to write some or all of another student's paper or presentation. It is equally wrong for one student to develop key ideas for a project that is represented as the work of another. Inappropriate collaboration is a violation for which both or all parties will be held accountable.

Plagiarism involves both theft and cheating. When someone appropriates, for use in formal course work, the wording, phrasing, or ideas of another, and either accidentally or intentionally fails to acknowledge the debt, it is considered theft. Plagiarism is also cheating in that one is creating a false impression about one's own intelligence, ability, and achievement. If students are unsure about what constitutes plagiarism, they should seek help from their instructors, the Writing Center, and refer to appropriate handbooks.

Disciplinary Process

It is the responsibility of every member of the University of Jamestown community to maintain the integrity of the grading system; anyone with knowledge of violations of the Academic Integrity Policy must report this information to a faculty member, a member of the university staff or

administration, or the Dean of the College of Graduate and Professional Studies. All cases of academic dishonesty must be reported to the Dean, who will maintain records on each student who has committed a violation of the policy. Students who violate the Academic Integrity Policy of the University of Jamestown will be subject to disciplinary action that includes a variety of sanctions up to and including expulsion from the university.

A course instructor who suspects a violation of the Academic Integrity Policy should inform the student of his/her suspicion and present the student with the evidence, allowing the student an opportunity for rebuttal. Upon determination of a violation, the course instructor will decide the penalty to be imposed. Depending on the severity of the infraction, this may involve a requirement to complete the assignment again, failing the student for the assignment, or failing the student for the course.

If a dispute arises between a course instructor and a student about whether a violation has been committed, it is to be referred to the Dean of the College of Graduate and Professional Studies for resolution no later than three weeks from the end of the semester in which the dispute occurred. If the Dean determines that no question exists, the appeal process is terminated. If any question remains, in the opinion of the Dean, s/he may refer it to the College of Graduate and Professional Studies Council for a hearing. The decision of the Council about the commission of an offense will be final in all such cases.

If a student involved in a violation of the Academic Integrity Policy is not enrolled in a particular instructor's course, as in a case of inappropriate collaboration, the instructor should inform the Dean of the case for appropriate disciplinary action. In the case of multiple violations of the Academic Integrity Policy by a student, the Dean may impose additional sanctions including academic warning, academic probation, academic suspension, or expulsion.

Adding and/or Dropping Classes

Students may drop and/or add courses within the first three days of the start of the course without receiving a grade, charge, or a "W" on their transcript. The class schedule that is in place after the three-day drop/add period will be the class schedule charged out by the Business Office. No tuition refunds, other than government-mandated ones, will be paid after that date. Classes added beyond these deadlines require approval of the Dean of the College of Graduate and Professional Studies.

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

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

Adequate Progress Toward a Degree and Academic Standing

The GPA levels defined as “adequate progress toward a degree” are as follows:

First three semesters of undergraduate education = 1.80 (minimum)

All subsequent semesters = 2.00 (minimum)

Academic Warning

A student is placed on academic warning when his/her semester GPA drops below the level defined above as “adequate progress.” The student will be removed from academic warning status whenever his/her semester and cumulative GPA return to the level required for adequate progress. Academic warning notifies a student that he/she has a GPA that might impede his/her ability to meet graduation requirements. Academic warning status does not restrict course load. It does specifically render the student ineligible for directed/independent studies.

Academic Probation

A student is placed on academic probation when the student has been on academic warning status for one semester and has failed in the following semester to raise his/her semester GPA to the level required for adequate progress. The University, however, reserves the right to place a student on probation without a previous semester on warning.

A student will be removed from academic probation when his/her semester GPA return to the level required for adequate progress.

While on probation, the student’s course load is restricted to thirteen semester credits. In addition, the student on probation is ineligible for directed/independent studies and may be required to accept academic counseling.

Academic Suspension

A student is placed on academic suspension after he/she has been on academic probation for one semester and has failed in the following semester to raise his/her semester and cumulative GPA to the level required for adequate progress. The University, however, reserves the right to suspend a student without a prior semester on academic probation.

Academic probation may be continued in lieu of suspension if the University of Jamestown cumulative grade point average improves but is below that required for good standing, providing the semester average is at or above adequate progress level.

A student who has been suspended may request re-admittance to the University of Jamestown after one semester. His or her status will be reviewed by the Dean of the College of Graduate and Professional Studies. The student will be notified whether he or she will be re-admitted on academic probation or denied admission.

Appealing Grades and Other Academic Matters Not Pertaining to Academic Integrity Issues

A student may appeal the grade she or he received in a course. Grounds for an appeal are limited to capriciousness, errors of fact, or evidence of bias on the part of the instructor, and it is the responsibility of the student to provide evidence that an appeal is warranted. The belief that an instructor graded in too difficult a manner, assigned too much work for a given course, and the like, are not grounds for a grade appeal. Grades on individual assignments, tests, or other measures of student learning are not appealable except to the extent that they affect the final grade a student received in a course.

Students wishing to appeal grades or other academic matters not related to academic integrity issues should follow this timeline and process:

1. Discuss the concern with the faculty member involved no later than two weeks into the beginning of the subsequent academic term of the issuance of the final grade to initiate an appeal. If the student remains unsatisfied or if the instructor is separated from the University, the student should:
2. Appeal to the department chairperson or program director in writing within five working days of discussing the grievance with the faculty member. Include the circumstances of the grievance, specific concerns, and a possible remedy. The student should make an appointment and meet with the chairperson or director. It is the responsibility of the department chair or director to collect evidence from the student and the faculty member, if the faculty member is not separated from the university, prior to making a decision. The student will be notified in writing of the chairpersons' decision within five working days of the meeting. If the student remains unsatisfied or if the faculty member who issued the grade is the department chairperson, the student should:
3. Appeal to the Dean of the College of Graduate and Professional Studies in writing within five working days of notification by the chairperson's or director's decision. Include in the written document circumstances of the grievance, specific concerns, and a possible remedy. The student should make an appointment and meet with the Dean. It is the responsibility of the Dean to collect evidence from the student, faculty member, if the faculty member is not separated from the university, and the department chair or program director prior to making a decision. The student will be notified in writing of the Undergraduate Dean's decision. In all cases, the decision of the Dean is final.

In cases where no evidence of capriciousness, errors in fact, or bias exist, the original grade will remain. In cases where evidence of capriciousness, errors in fact, or bias does exist, either the department chairperson, program director, or the Dean will administratively change the grade to a more appropriate grade and notify the instructor of the grade change within five business days.

Attendance

Programs offered as part of University of Jamestown Accelerated and Professional Studies are considered nonattendance taking programs. However, the participation of students in all online classes is considered an important part of the academic procedure. It is assumed that students will conscientiously fulfill this responsibility when courses are scheduled and will participate in online classroom discussions. Instructors may consider irregular attendance in their evaluation of students' educational achievement. Students are responsible for ascertaining attendance requirements for each course in which they are enrolled. Accordingly, each instructor shall make known to all students (preferably, as part of the syllabus), the policies on attendance for the class, including how attendance is used in grade computation. Instructors shall also make explicitly clear, the extent to which class participation is requisite to the learning experience in that class.

Auditing

Students must register for all classes they wish to audit. No credit is given for a class that is audited. Students must observe normal attendance requirements; however, they are not required to take tests or submit term papers. Students have until 60% of the length of the course has been completed to declare the course for audit.

Classification of Students

Official classification of undergraduate students is determined by the registrar as follows:

- *Freshman*: fewer than 30 semester credits
- *Sophomore*: a minimum of 30 semester credits and a maximum of 59 semester credits
- *Junior*: a minimum of 60 semester credits and a maximum of 89 semester credits
- *Senior*: a minimum of 90 semester credits

Credit by Examination

Programs for credit by examination for Professional Studies students include the following:

Lifelong Learning: Professional Studies students should consult the Lifelong Learning Guide available from the Professional Studies program director.

CLEP (College Level Examination Program): Students may earn credit by CLEP examination at the University of Jamestown. General examinations and subject examinations are administered on campus by appointment. Inquiries should be directed to the Professional Studies program director. Students may not repeat by CLEP exam a course previously taken unless this is specifically approved by the department chair in that discipline. For more CLEP information go to www.collegeboard.com/CLEP.

Credit Hour Policy

The University of Jamestown has followed the “Carnegie Definition” of credit hour since before the Higher Learning Commission visit in 2010. The practice has been 50 minutes of class, plus a minimum of 2 hours out of classroom study for each credit earned. Courses were all developed under this practice. As graduate programs were added, the definition was articulated in the graduate bulletins, beginning with the DPT program in 2013. In the 2017-18 academic year, the policy for graduate and undergraduate credit hours was written as the practice has been following the “Carnegie Definition.”

Graduate Credit Hour Policy:

DPT and MSCC (Laboratory-based programs): A unit of credit (one credit hour) is defined as the equivalent of one 50-minute class period per week for one semester with a minimum of two hours of additional work outside of class meeting time for each hour in class. Hence, a three-credit course would require the equivalent of 45-hours of class time and 90-hours of outside work. Since graduate students are expected to be capable of more independent work, fewer class hours and more outside of class work may make up the equivalency referred to above. In the case of laboratories, for the measurement of a credit hour, one credit hour may be equivalent to two to three laboratory hours.

MEd and MAL (Non-laboratory-based programs): A unit of credit (one credit hour) is defined as the equivalent of one fifty-minute class period per week for one semester with a minimum of two hours of additional work outside of class meeting time for each hour in class. Hence, a three-credit course would require the equivalent of forty-five hours of class time and ninety hours of outside work. Since graduate students are expected to be capable of more independent work, fewer class hours and more outside class work may make up the equivalency referred to above.

Online Credit Hours: Federal Guidelines mandate that one credit hour is equivalent to 3 hours of student work (Every week for 15 weeks). In the online accelerated (8 week) environment, this translates to approximately 6 hours of student engagement per week per credit for a total of 18 hours per week for a three-credit course. Student work includes preparation time, reading, research, discussion board participation, assignments, exams and practical application of materials.

Undergraduate Credit Hour Policy:

A unit of credit (one credit hour) is defined as the equivalent of one 50-minute class period per week for one semester with a minimum of two hours of additional work outside of class meeting time for each hour in class, or the equivalent amount of work over a different amount of time. For laboratory and lessons, measurement of credit hours vary and may be equivalent to one credit to ½ -3 hours in lab or lessons. For internships, practicums and student teaching, credits awarded based on average hours per week with 40 hours per 1 credit including 2 or more hours of additional coursework. Details of the policy:

- 50 minutes of in-class or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit. This accounts for approximately 15 hours of in-class or direct faculty instruction and minimum of 30 hours of out-of-class student work for a total of approximately 45 hours for one semester hour of credit; or
- The equivalent amount of work over a different amount of time; or
- The equivalent amount of work by other instructional modes of delivery such as distance education (online), independent and directed studies

Laboratory: Practical application type courses where the major focus is on ‘hands on’ experience to support student learning using equipment, activities, tools, machines etc. 1 credit hour is approximately 2-3 laboratory hours.

Applied Music Lessons: Courses are individual lessons which meet once per week. Students receive 1-2 credits with lessons lasting 30-60 minutes. Additional independent practice is expected.

Internship: a pre-professional practical learning experience in an appropriate work environment that will benefit the student. 1 credit per 40 hours of internship, with an additional 2 hours or more of coursework, not to exceed 8 credits in one experience with the exception of student teaching.

Curriculum Delivery

The College of Graduate and Professional Studies offers programs in on-campus, online, and hybrid formats. The Doctor of Physical Therapy program is offered entirely in person only at the university’s Fargo location. The master’s degree programs in Teacher Education and Leadership are offered entirely online. The master’s degree in Clinical Counseling is offered in a hybrid format with most courses being offered online and two required, in-person intensive courses offered in the summer in Jamestown. All certificate programs at the graduate and undergraduate levels are offered entirely online.

Directed/Independent Studies

Directed and independent studies are non- classroom programs of study, arranged for and undertaken by a student under the supervision of a faculty member and at the discretion of that faculty member. Such studies must be judged to be of substantial weight, equal to or exceeding the merit, time, and attention given to a classroom course of equivalent credit. The purpose of these studies is to allow a student to do research beyond what is offered in the normal curriculum or to assist a student in resolving a serious scheduling conflict outside of his/her control that cannot be resolved by other means. Directed and independent studies are subject to the following requirements:

1. Contact hours: A directed study must have scheduled faculty-student contact hours equal to at least one third of the contact hours of a classroom course of equivalent credit. Contact hours for an independent study are at the instructing faculty member’s discretion.

2. GPA: A student taking a directed study must have a GPA of at least 2.75. A student taking an independent study must have a GPA of at least 3.5.
3. Class standing: Students taking directed or independent studies must have completed at least twenty-four college semester credits.
4. A student who has received a D or F in a course may not take a directed or independent study in order to replace the grade for that course.

Exceptions to Academic Regulations

Academic regulations exist in order to ensure integrity and fairness in the academic programs of the University. Therefore, exceptions to academic regulations will be granted only when there are extenuating circumstances beyond the student's control that justify special consideration. If a student believes that such circumstances exist, he or she may petition for an exception to an academic regulation. The petition process is outlined below:

1. The student obtains a petition form from the Registrar's Office.
2. The student fills out the petition, stating clearly the reasons for the request and providing any supporting evidence.
3. The student signs the petition and returns it to the Registrar's Office. The registrar then passes the petition to the Dean. Upon the student's request, the registrar may also make an appointment for the student to speak with the Dean concerning the petition.
4. The Dean considers the petition, and if he/she deems it necessary, consults with the Graduate and Professional Studies Council.
5. The Dean approves or denies the petition and returns the petition with an explanation to the registrar who informs the student of the decision.

Grade Point Average (GPA)

The University of Jamestown grade point average (GPA) is used to determine academic standing. The GPA is computed by dividing total grade points earned by the total number of semester credits attempted in which the student received a grade of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, or F. (Exception: If a course is repeated, only the higher grade is included in the GPA calculation; however, the lower grade remains on the transcript as well.) Grade points awarded per semester credit are the following:

A	=	4.00
A-	=	3.67
B+	=	3.33
B	=	3.00
B-	=	2.67
C+	=	2.33
C	=	2.00
C-	=	1.67
D+	=	1.33
D	=	1.00
D-	=	0.67

F = 0.00

Grades of P, W, and I (Incomplete) do not affect the grade point average.

Two grade point averages are maintained for transfer students: the University of Jamestown GPA and an overall GPA that includes transfer credit. A minimum overall GPA of 2.00 must be maintained for graduation. Grade points are rounded to the nearest one-thousandth.

Grades

At the completion of each course the student is given a grade: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, or P for passing work; I for incomplete work; and F for failure.

The grade “incomplete” is given only at the end of a term in which the student, for justifiable reasons in the opinion of the professor, is unable to complete the course. If an incomplete course is not completed within four weeks of the next resident semester after the grade was given, or if an incomplete course is not completed within one semester by a student not in residence, the grade will be that which the professor submitted based on the assumption that the student received failing grades or zero points for all uncompleted work. Exceptions to this rule will be made only when there exist reasons clearly beyond the control of the student, and the student, with the professor’s approval, has petitioned the office of Dean for an extension of time. The Dean may grant an extension of time or a replacement of the incomplete with a W (Withdrawn). Incompletes must be finished within four weeks of the beginning of the next semester. No final action will be taken until the four-week period has elapsed.

Pass-Fail Option

Twelve elective credits may be taken on a pass-fail basis. Courses taken on a pass-fail basis cannot be courses that contribute to major, minor, or general education requirements. No more than one class may be taken on this basis during any given term. No more than twelve semester credits of pass-fail work may be counted toward the satisfaction of graduation requirements (student teaching and internships are the exception). Students taking a course on a pass-fail basis must attend all classes, take all examinations and possess all prerequisites required of students enrolling on a letter grade basis. Performance of A, A-, B+, B, B-, C+, C, C-, D+, D, D- caliber will be awarded a grade of “Pass,” which does not affect the grade point average. Grades of F are included in the computation of the grade point average. Students may elect (or reverse) the pass-fail option until two weeks after mid-term for semester-long courses, and until the fifth week of an eight-week course.

Grading of Experiential Education and Internships

All experiential education and internship credits will be graded Pass-Fail. If participation is not a requirement for a major or minor, it will contribute to the twelve-credit maximum for Pass-Fail. If participation is a requirement of a major or minor, it will be exempt from the twelve-credit limit (for example, student teaching).

Graduation Application

A Graduation Intent Form must be submitted to the registrar at least one semester prior to graduation. This is the responsibility of the student. Forms are available from the Registrar's Office.

Honors

The Dean's List of Outstanding Scholars

The dean's list of outstanding scholars includes all full-time undergraduate students who at the end of any given semester earn a grade point average of 3.50 or better with a minimum of twelve semester credits, exclusive of "Pass" credits.

Distinction in Degrees

Undergraduate scholastic excellence is recognized through Latin honors with diploma designations as follows:

- Summa Cum Laude (3.90 GPA or higher)
- Magna Cum Laude (3.70 to 3.899 GPA)
- Cum Laude (3.50 to 3.699 GPA)

The honors-level grade point average must be maintained on both the University of Jamestown credits attempted and the cumulative grade point average, including all transfer credits.

Honor Societies

Students who qualify may join honor societies that have chapters at the University of Jamestown. Current honor societies are Alpha Chi (academic), Alpha Mu Gamma (foreign language), Beta, Beta, Beta (Biology), Lambda Pi Eta (communication), Omicron Delta Kappa (leadership), Phi Lambda Theta (education), Psi Chi (psychology), and Sigma Theta Tau (nursing).

Medical Withdrawal

A student who has a medical condition that prevents her/him from completing all of the coursework in a given semester may request a medical withdrawal from the Registrar's Office at any time during the semester. In order for the request to be granted, documentation from a medical professional may be required and the medical condition must prevent the student from successfully completing all of her/his courses for the semester. In the event that the request is approved, the student will receive a "W" for all of her/his courses for the semester. If the request is made after the completion of 60% of the semester, the student will receive no refund for tuition, fees, room, and board for the semester.

Official Withdrawal from the University

A student who must withdraw from college should obtain an “Official Withdrawal” form from the Student Success Coordinator. This form must be completed for official withdrawal from the University. An unofficial withdrawal results in failure in all courses.

Registration

Each student must enroll in all courses for which credit or audit recognition is desired and must assume the responsibility for being properly registered.

Student Record Retention Policy

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

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

Requirements for the Degree of Bachelor of Arts

In order to earn the degree of Bachelor of Arts from the College of Graduate and Professional Studies, a student must do the following:

1. Successfully complete a minimum of 124 semester credit hours, including
2. Earn at least 36 credits at the upper-division (300-400) level.
3. Transfer in a maximum of 64 semester credit hours from a junior college.
4. Complete the University's residency requirement by earning at least 35 semester credit hours from the University of Jamestown.
5. Maintain an overall GPA of 2.00 or higher.
6. Successfully complete the coursework prescribed in the general education requirements.
7. Successfully complete all of requirements for a major field of study offered in the college with a C- or better in all major courses.
8. Complete a graduation application.

Residency Requirement

To fulfill the residency requirement, a minimum of 35 semester credits must be earned at the University of Jamestown. These credits may be earned entirely online, on campus, or in any combination thereof.

All students enrolled at the University of Jamestown who wish to complete courses at other academic institutions and to transfer those courses for credit to the University of Jamestown must have those courses pre-approved through the Registrar's Office. Whether a course corresponds in content and quality to a University of Jamestown course will be determined by the registrar in conversation with the relevant department chair, program chair, and/or the Dean. A minimal expectation is that the course in question comes from an institution that is accredited by a CHEA approved regional accrediting association of schools and colleges that offers either associate's or bachelor's degrees.

Major Field of Study

At least half of a student's major must be completed at the University of Jamestown; modification of this requirement may be made by the department chair or program director with the consent of the Dean.

The other specific requirements for each of the major fields of study appear later in this catalog.

General Education Requirements and Undergraduate Learner Outcomes

The general education requirements at the University of Jamestown's College of Graduate and Professional Studies represent the faculty's best judgment regarding the knowledge and skills that any person educated at the bachelor's level should have. We believe that a broad general education program including exposure to diverse academic disciplines helps students in many ways. For example, such a program:

1. provides students with information that assists them in choosing a major or minor area of study.
2. encourages students to interact with faculty members and students outside their own disciplines.
3. stimulates students to think about issues and ideas of which they were previously unaware.
4. Enables students to make cross-disciplinary connections.
5. prepares students to better understand written and oral discussions in which they will participate.

In addition to supporting these wider goals, however, our general education program is designed to help students meet eleven more specific outcomes that we deem important for college-educated people:

1. *Aesthetic Awareness*: Graduates will recognize the role of aesthetic expression in daily life.
2. *Christian Literacy*: Graduates will describe the basic tenets of the historic Christian faith and can explain the implications of those tenets for ethical living.
3. *Cultural and Social Literacy*: Graduates will demonstrate a basic level of knowledge of the social sciences and humanities.
4. *Ethical Literacy*: Graduates will describe and compare several major ethical theories and concepts to explain how these theories apply to particular issues, contexts, and communities.
5. *Global Awareness*: Graduates will develop a broad world view and demonstrate knowledge of global issues and other nations and cultures.
6. *Information Literacy*: Graduates will identify, evaluate, and apply information resources to specific tasks and use the appropriate citation method for their discipline.
7. *Quantitative Literacy*: Graduates will perform mathematical computations and identify and draw inferences from relevant quantitative information.
8. *Scientific Literacy*: Graduates will apply fundamental scientific principles and methods of inquiry and recognize the impact of scientific research and technology on individuals and the world.
9. *Oral communication*: Graduates will communicate effectively orally.
10. *Written Communication*: Graduates will communicate effectively in writing.
11. *Critical Thinking*: Graduates will be able to logically evaluate evidence, analyze and synthesize information from multiple sources, and reflect on varied perspectives.

General Education Requirements: Bachelor of Arts

Communication Skills	Credit Hours
Composition & Communication	6
English Composition	3
Cultural & Social Heritage	
Art, Music, or Theatre	3
Leadership	3
Psychology, Sociology, or Political Science	3
Religion	3
Moral & Civic Education	
American Government or History	3
Ethics	3
Global Perspectives	3
Natural Science & Quantitative Reasoning	
Natural Science (with lab)	4
Computer Science	3
Mathematics	3
Total Semester Credit Hours	40

Department of Professional Studies

Mission Statement

The Department of Professional Studies is committed to providing robust and rigorous academic programs in an online format to University of Jamestown students regardless of location. Focusing on the education of post-traditional students, the department seeks to blend sound professional preparation with the ideals of the liberal arts to develop wholeness and continual growth in our students.

Majors

Behavioral Health

Intended Student Learning Outcomes for the Behavioral Health Major

Students will:

1. Demonstrate a knowledge base in Psychology
 - a. Describe key concepts, principles, and overarching themes in psychology
 - b. Develop a working knowledge of psychology's content domains
 - c. Describe applications of psychology
2. Demonstrate scientific inquiry and critical thinking
 - a. Use scientific reasoning to interpret psychological phenomena
 - b. Demonstrate psychology information literacy
 - c. Engage in innovative and integrative thinking and problem solving
 - d. Interpret, design, and conduct basic psychological research
 - e. Incorporate sociocultural factors in scientific inquiry
3. Act ethically and socially responsibly in a diverse world
 - a. Apply ethical standards to evaluate psychological science and practice
 - b. Build and enhance interpersonal relationships
 - c. Adopt values that build community at local, national, and global levels
4. Communicate effectively.
 - a. Demonstrate effective writing for different purposes
 - b. Exhibit effective presentation skills for different purposes
 - c. Interact effectively with others
5. Develop professionally.
 - a. Apply psychological content and skills to career goals
 - b. Exhibit self-efficacy and self-regulation
 - c. Refine project-management skills
 - d. Enhance teamwork capacity
 - e. Develop meaningful professional direction for life after graduation.

Requirements for the Behavioral Health Major

Dept.	Course No.	Course Title	Credits
Psyc	101	General Psychology	3
Psyc	150	Critical Thinking	1
Psyc	202	Research Methods	3
Psyc	230	Behavior Modification	3
Psyc	310	Cognitive Psychology	3
Psyc	318	Statistics for the Behavioral Sciences	3
Psyc	320	Social Behavior	3
Psyc	335	Biopsychology	3
Psyc	352	Psychopathology	3
Psyc	460	History of Psychology	3
Psyc	470	Psychology of Gender and Culture	3

Choose 4 of the following courses:

Dept.	Course No.	Course Title	Credits
Psyc	192	Psychology in the Workplace	3
Psyc	285	Introduction to Counseling Helping Skills	3
Psyc	341	Medical Psychology	3
Psyc	380	Public Health & Prevention	3
Psyc	405	Clinical Psychology	3
Psyc	465	Sports Psychology	3
Psyc	471	Child Psychopathology	3
Total Semester Credits:			43

Business Studies

Intended Student Learning Outcomes for the Business Studies Major

Students will:

1. Increase knowledge of critical management tools such as strategic planning.
2. Exhibit knowledge of the ethical responsibilities of business and apply them to leadership decisions.
3. Use enhanced collaboration, team building and management skills to encourage better communication, delegation, and trust.
4. Demonstrate knowledge of the legal and economic environment of business.
5. Apply corporate social responsibility in the business environment.

6. Describe management and understand the planning function of management.
7. Analyze, classify, summarize, record, and report financial information.
8. Identify the cultural dimensions influencing communication competence within a diverse workplace.
9. Analyze how market forces influence the firm's output and price decisions under pure competition.

Requirements for the Business Studies Major

Dept.	Course No.	Course Title	Credits
Math	106	Mathematical Applications for Management	3
CS	140	Integrated Software Applications	3
Acct	201	Principles of Accounting I	3
Acct	202	Principles of Accounting II	3
Busn	311	Management and Leadership of Organizations	3
Busn	315	Business Law I	3
Busn	320	Marketing	3
Busn	321	Business Management	3
Comm	321	Business Professional Communication	3
Busn	351	Financial Management	3
Econ	354	Global Competition and Strategy	3

Choose 1 of the following courses:

Dept.	Course No.	Course Title	Credits
Econ	201	Principles of Microeconomics	3
Econ	202	Principles of Macroeconomics	3
Total Semester Credits:			36

Business Studies: Banking

Intended Student Learning Outcomes for the Business Studies: Banking Major

Students will:

1. Demonstrate knowledge of the core areas of the banking industry.
2. Demonstrate effective communication skills.
3. Be able to discuss the regulatory environment in which banks operate.
4. Demonstrate the ability to make decisions based on financial data.
5. Apply the information learned in courses in a banking setting.

Requirements for the Business Studies: Banking Major

Dept.	Course No.	Course Title	Credits
Acct	201	Principles of Accounting I	3
Acct	202	Principles of Accounting II	3
Econ	201	Principles of Microeconomics	3
Econ	202	Principles of Macroeconomics	3
Busn	303	Principles of Banking	3
Busn	312	Financial Statements and Analysis	3
Comm	312	Writing in the Professions	3
Busn	315	Business Law I	3
Busn	321	Business Management	3
Busn	323	Credit Underwriting	3
Busn	333	Banking Regulation and Compliance	3
Busn	431	Banking Capstone and Internship	3

Choose 1 of the following courses:

Dept.	Course No.	Course Title	Credits
Busn	416	Agricultural Finance and Price Risk Analysis	3
Busn	423	Asset and Liability Management	3
Total Semester Credits:			39

Business Studies: Industrial Management

Intended Student Learning Outcomes for the Business Studies: Industrial Management Major

Students will:

1. Communicate in written, oral, and graphical mediums.
2. Demonstrate leadership and co-working abilities within a multidisciplinary team.
3. Understand and utilize ethics in decision-making.
4. Utilize statistical and numerical methods in identifying problems and analyzing business decisions.
5. Identify and test solutions using measurements and analytical methods.
6. Demonstrate an awareness of current issues in industrial management.

Requirements for the Business Studies: Industrial Management Major

Dept.	Course No.	Course Title	Credits
Acct	201	Principles of Accounting I	3
Acct	202	Principles of Accounting II	3
Math	205	Statistics	3
Acct	311	Cost/Managerial Accounting	4
Comm	320	Organizational Communication	3
Busn	321	Business Management	3
Busn	351	Financial Management	3
Busn	370	Production/Operations Management	3

Choose 1 of the following courses:

Dept.	Course No.	Course Title	Credits
Econ	201	Principles of Microeconomics	3
Econ	202	Principles of Macroeconomics	3

Choose 1 of the following courses:

Dept.	Course No.	Course Title	Credits
CS	140	Integrated Software Applications	3
CS	240	Advanced Office Applications	3

Choose 3 of the following courses:

Dept.	Course No.	Course Title	Credits
Busn	322	Human Resource Management	3
Busn	340	Quality Management	3
Busn	371	Supply Chain Management	3
Busn	375	Process Improvement Methods	3
CS	390	Special Topics: Project Management	3
Total Semester Credits:			42

Communication Studies

Intended Student Learning Outcomes for the Communication Studies Major

Students will:

1. Write correctly and clearly in forms and styles appropriate to the audiences and purposes they serve.
2. Communicate orally ideas to an audience in its intellectual, emotional, and aesthetic entirety.

3. Demonstrate emotional intelligence of the diversity of peoples and cultures and the role of communication in a global society.
4. Utilize critical thinking in the application of the communication process as a responsible member of society.
5. Demonstrate leadership and team interaction skills
6. Integrate research and theory in the skills of communication.
7. Demonstrate interpersonal skills.

Requirements for the Communication Studies Major

Dept.	Course No.	Course Title	Credits
Comm	101	Introduction to Communication	3
Comm	133	Introduction to Visual Communication	3
Comm	220	Interpersonal Communication	3
Comm	250	Academic Research and Writing	3
Comm	301	Communication Theory	3
Busn	311	Management and Leadership of Organizations	3
Comm	316	Group and Team Communication	3
Comm	318	Computer Mediated Communication	3
Comm	320	Organizational Communication	3
Comm	321	Business Professional Communication	3
Comm	370	Diversity Communication	3
Comm	405	Conflict and Mediation	3
Total Semester Credits:			36

Minors

Business Studies

Intended Student Learning Outcomes for the Business Studies Minor

Students will:

1. Exhibit knowledge of the ethical responsibilities of business and apply them to leadership decisions.
2. Use enhanced collaboration, team building and management skills to encourage better communication, delegation, and trust.
3. Students will demonstrate knowledge in the functional areas of business.
4. Identify the cultural dimensions influencing communication competence within a diverse workplace.
5. Demonstrate knowledge of the legal and economic environment of business.

Requirements for the Business Studies Minor

Dept.	Course No.	Course Title	Credits
Busn	315	Business Law I	3
Busn	322	Human Resource Management	3
Busn	321	Business Management	3
Busn	330	Sales and Sales Management	3
Busn	351	Financial Management	3
Comm	370	Diversity Communication	3

Choose 2 of the following courses:

Dept.	Course No.	Course Title	Credits
Acct	201	Principles of Accounting I	3
Econ	201	Principles of Microeconomics	3
Busn	370	Production/Operations Management	3
Comm	405	Conflict Management and Mediation	3
Total Semester Credits:			24

Communication Studies

Intended Student Learning Outcomes for the Communication Studies Minor

Students will:

1. Demonstrate interpersonal skills.
2. Utilize critical thinking in the application of the communication process as a responsible member of society.

3. Write correctly and clearly in forms and styles appropriate to the audiences and purposes they serve.
4. Communicate orally ideas to an audience in its intellectual, emotional, and aesthetic entirety.
5. Demonstrate emotional intelligence of the diversity of peoples and cultures and the role of communication in a global society.

Requirements for the Communication Studies Minor

Dept.	Course No.	Course Title	Credits
Comm	101	Introduction to Communication	3
Comm	305	Cross-Cultural Communication	3
Comm	370	Diversity Communication	3
Comm	405	Conflict and Mediation	3
<i>Choose 2 of the following courses:</i>			
Comm	112	Mass Media and Society	3
Comm	220	Interpersonal Communication	3
Comm	228	Emerging Media Journalism	3
Comm	301	Communication Theory	3
Comm	312	Writing in the Professions	3
Comm	318	Computer Mediated Communication	3
Total Semester Credits:			18
<i>Total: 18 credits</i>			

UJ Accelerated

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

Mission Statement

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

Undergraduate Certificates

Digital Marketing and Analytics

Intended Student Learning Outcomes for the Undergraduate Digital Marketing and Analytics Certificate

Students will:

1. Demonstrate the ability to use different kinds of digital marketing techniques to promote a brand or company.
2. Create a digital marketing campaign that uses a variety of methods for reaching potential consumers and generate sales.
3. Assess the effectiveness of a digital marketing campaign.

Requirements for the Undergraduate Digital Marketing and Analytics Certificate

Dept.	Course No.	Course Title	Credits
Comm	361	Storytelling and Video Marketing	3
Comm	362	Social Media Marketing	3
Comm	363	Digital Marketing Ads	3
Comm	364	Digital Marketing and Analytics	3
Total Semester Credits:			12

Law Enforcement Leadership

Intended Student Learning Outcomes for the Undergraduate Law Enforcement Leadership Certificate

Students will:

1. Understand the influence of ethics and values on leadership and articulate personal

motivating values.

2. Investigate leadership concepts including theories/skills, power, justice/forgiveness, diversity, global ethics, situational influence, and creativity.
3. Engage in academic and practical research within the field of law enforcement leadership.

Requirements for the Undergraduate Law Enforcement Leadership Certificate

Dept.	Course No.	Course Title	Credits
Ldrs	360	Community Engagement in 21 st Century Policing	3
Ldrs	361	Mental Health & Officer Wellness	3
Ldrs	362	Critical Leadership Issues in Policing	3
Ldrs	363	Crisis Management Leadership in Policing	3
Total Semester Credits:			12

Project Management

Intended Student Learning Outcomes for the Undergraduate Project Management Certificate

Students will:

1. Critically assess the application of waterfall and agile methodologies for different projects within a business context, and justify their decisions as well as any associated financial investment.
2. Construct detailed project plans that take into account scope, resource constraints, dependencies and quality assurance.
3. Ensure quality of execution for a given project and execute projects that adapt to changing circumstances.
4. Demonstrate adaptable project management skills with an extensive simulated project, and articulate ethics and scalability considerations.

Requirements for the Undergraduate Project Management Certificate

Dept.	Course No.	Course Title	Credits
BSST	341	Introduction to Project Management	3
BSST	342	Project Planning	3
BSST	343	Project Execution, Monitoring, & Control	3
BSST	344	Advanced Project Management Practicum	3
Total Semester Credits:			12

Psychology for Health Care Professionals

Intended Student Learning Outcomes for the Undergraduate Psychology for Health Care Professionals Certificate

Students will:

1. Demonstrate familiarity with the key theoretical perspectives, concepts, and empirical findings in psychology, particularly as they related to health care fields.
2. Apply psychological principles to individuals, organizations, and systems in health care settings.
3. Be able to discuss the biopsychosocial model for health care and its application in a professional setting.
4. Assess and critique research related to health care and psychology.

Requirements for the Undergraduate Psychology for Health Care Professionals Certificate

Dept.	Course No.	Course Title	Credits
Psyc	101	General Psychology	3
Psyc	203	Developmental Psychology	3
Psyc	341	Medical Psychology	3
Psyc	380	Public Health & Prevention	3
Total Semester Credits:			12

Graduate Certificates

Business Leadership

Intended Student Learning Outcomes for the Graduate Business Leadership Certificate

Students will:

1. Understand the influence of ethics and values on leadership, articulate personal motivating values, and evaluate decisions made in light of that understanding.
2. Master leadership concepts including theories/skills, power, justice/forgiveness, diversity, global ethics, situational influence, and creativity and apply them in a business context.
3. Engage in academic and practical research within the field of business leadership.

Requirements for the Graduate Business Leadership Certificate

Dept.	Course No.	Course Title	Credits
Ldrs	500	Foundations of Leadership	3
Ldrs	506	Strategy, Innovation, and Imagination	3
Ldrs	601	Advanced Strategic and Human Resource Management	3
Ldrs	602	International Business	3
Total Semester Credits:			12

Healthcare Leadership

Intended Student Learning Outcomes for the Graduate Healthcare Leadership Certificate

Students will:

1. Understand the influence of ethics and values on leadership, articulate personal motivating values, and evaluate decisions made in light of that understanding.
2. Master leadership concepts including theories/skills, power, justice/forgiveness, diversity, global ethics, situational influence, and creativity and apply them in a healthcare context.
3. Engage in academic and practical research within the field of healthcare leadership.

Requirements for the Graduate Business Leadership Certificate

Dept.	Course No.	Course Title	Credits
Ldrs	500	Foundations of Leadership	3
Ldrs	509	21 st Century Healthcare Systems and Policy	3
Ldrs	621	Leading in Interprofessional Healthcare Teams	3
Ldrs	622	Change and Innovation in Healthcare	3
Total Semester Credits:			12

Law Enforcement Leadership

Intended Student Learning Outcomes for the Graduate Law Enforcement Leadership Certificate

Students will:

1. Understand the influence of ethics and values on leadership, articulate personal motivating values, and evaluate decisions made in light of that understanding.
2. Master leadership concepts including theories/skills, power, justice/forgiveness, diversity, global ethics, situational influence, and creativity.
3. Engage in academic and practical research within the field of law enforcement leadership.

Requirements for the Graduate Law Enforcement Leadership Certificate

Dept.	Course No.	Course Title	Credits
Ldrs	560	Community Engagement in 21 st Century Policing	3
Ldrs	561	Mental Health & Officer Wellness	3
Ldrs	562	Critical Leadership Issues in Policing	3
Ldrs	563	Crisis Management Leadership in Policing	3
Total Semester Credits:			12

Non-Profit Leadership

Intended Student Learning Outcomes for the Graduate Non-Profit Leadership Certificate

Students will:

1. Understand the influence of ethics and values on leadership, articulate personal motivating values, and evaluate decisions made in light of that understanding.
2. Master leadership concepts including theories/skills, power, justice/forgiveness, diversity, global ethics, situational influence, and creativity and apply them in a non-profit context.
3. Engage in academic and practical research within the field of non-profit leadership.

Requirements for the Graduate Non-Profit Leadership Certificate

Dept.	Course No.	Course Title	Credits
Ldrs	500	Foundations of Leadership	3
Ldrs	508	Strategy of Non-Profit Organizations	3
Ldrs	611	Grant Writing	3
Ldrs	612	Justice and Forgiveness	3
Total Semester Credits:			12

Sports Leadership

Intended Student Learning Outcomes for the Graduate Sports Leadership Certificate

Students will:

1. Identify unique features of sports industry and how the industry may differ from other industries.
2. Synthesize legal issues and applications in the sports industry.
3. Analyze future trends and issues in sports leadership.
4. Identify and discuss important financial principles, fundamentals of fundraising, and methods for implementing plans in the sports industry.
5. Explain the role of personnel and volunteers in leading fundraising projects.
6. Identify typical budgeting and forecasting concepts for organizations in the sports industry.
7. Define and discuss sports marketing and promotion best practices in the sports industry.
8. Identify and apply key marketing and promotion concepts to common activities in the sports industry.
9. Explain how to manage communication through media and community relations in the sports industry.

Requirements for the Graduate Business Leadership Certificate

Dept.	Course No.	Course Title	Credits
Ldrs	500	Foundations of Leadership	3
Ldrs	510	Current Trends in Sports Leadership	3
Ldrs	631	Sports Fundraising and Financial Concepts	3
Ldrs	632	Sports Marketing, Promotion, and Communication	3
Total Semester Credits:			12

Course Descriptions

Accounting

Acct 201: Principles of Accounting I (3)^

A study of the basic principles of the accounting cycle with emphasis on current assets, property, plant, and equipment, and current liabilities. Concludes with an introduction to partnerships.

Acct 202: Principles of Accounting II (3)^

A continuation of Acct 201, with an emphasis on corporations, reporting and analysis, and managerial accounting.

Acct 311: Cost/Managerial Accounting (4)^

This course examines various topics in cost and managerial accounting. It focuses on the examination and analysis of cost data for performance evaluation and decision-making. Special emphasis is placed on job order costing, process costing, standard costs, the budgeting process, cost-volume-profit analysis, variable costing, capital budgeting, and capital investment.

Business Studies

Busn 303: Principles of Banking (3)

Principles of Banking is an introduction and overview of the banking industry and day-to-day activity. Students will learn how to create and read a bank's balance sheet, how the banking system works with the Federal Reserve, the operational management of banks, lending practices and policies, interest rate pricing, and federal banking regulations.

Busn 311: Management and Leadership of Organizations (3)

Through the course, students will learn the fundamentals to effectively lead people and teams, manage organizations as well as tools to analyze business situations and develop strategies. Students explore the impact of a workforce on leadership practices and decision making while examining new organizational structures.

Busn 312: Financial Statements and Analysis (3)

Financial Statement and Analysis prepares students to compile customer financial information to determine repayability, collateralization, and compliance with the financial institution's lending criteria. Industry-specific credit analysis for agricultural, business, and personal lending will be covered.

Busn 315: Business Law I (3)^

This course introduces students to some of the area of law applicable to personal and organizational business decisions. Course content includes an introduction to law, court systems, torts, contracts, personal property, bailments, and agency.

Busn 320: Marketing (3)^

This course examines the fundamentals of the marketing of goods and services, with an emphasis on marketing management. Most of the course will focus on consumer behavior, product planning, the price system, market segmentation, and promotional activities, including public relations and personal selling.

Busn 321: Business Management (3)^

This course examines the principles, procedures, and policies involved in the organization of business enterprises. Special attention is given to the main functional areas of management: planning, organizing, staffing, directing, controlling, and the coordination of these activities.

Busn 322: Human Resource Management (3)^

This course approaches human resource management from the dual perspective of both human resource department personnel and managers from other organizational departments. In addition to the various environmental dimensions that influence organizational decision making, the course examines the human resource functions within the context of equal employment opportunity requirements. The human resource functions addressed in the course include planning and staffing, development, compensation, health and safety, and labor relations.

Busn 323: Credit Underwriting (3)

Credit Underwriting is the evaluation of a borrower's financial strength to insure it meets the financial institution's lending criteria. Topics to be covered include preparing narratives of customer financial status, ratio and trend analysis, identification of financial risks, collateral coverage, and equity position.

Busn 330: Sales and Sales Management (3)^

This course examines the various facets of relationship strategy, personal selling, and the management of an organizational sales force. Major personal selling topics addressed in the course include types of selling, partnership building, communication, prospecting, sales presentation methods, sales closing, and post-sale serve. Sales force management elements of the course include staffing, training, leading, compensating, motivating, and evaluating the sales force.

Busn 333: Banking Regulation and Compliance (3)

Regulation and compliance are central to the banking industry and how it functions. This course

addresses the federal regulatory environment, specifically banking regulations designed to protect depositors and consumers. Bank managers will be prepared for audits and regulatory exams.

Busn 340: Quality Management (3)

The purpose of this course is to provide undergraduate students with foundational information of quality management theory and practice, with a focus on principles and tools used to identify, analyze, and understand the impact of quality management systems within any organization.

Busn 351: Financial Management (3)^

This course focuses on activities that maximize stakeholder value. Topics include financial statement analysis, working capital management, financing, valuation models, capital budgeting, the cost of capital and capital structure management, and tax management.

Busn 370: Production/Operations Management (3)^

This course examines and analyzes the planning, directing, and controlling of activities related to production and manufacturing. Topics include production planning and control, site location, facilities design, work methods measurement and improvement, inventory procurement and management, quality control and assurance, basic industrial processes, and operations decision-making.

Busn 371: Supply Chain Management (3)

Supply Chain Management introduces students to high-level strategy and concepts along with practical tools necessary to solve supply chain problems. Using a strategic framework, students are guided through all the key drivers of supply chain performance, including facilities, inventory, transportation, information, sourcing, and pricing. Through case study application, students will develop an understanding of how effective strategic planning in supply chain management offers a competitive advantage and impacts performance for a company.

Busn 375: Process Improvement Methods (3)

This course focuses on the manner in which organizations set priorities for continuous improvement of their processes, how they execute process improvement plans, and how they sustain their continuous process improvement initiatives.

Busn 410: Global Marketing (3)^

This course exposes students to marketing in a global context. The course examines the impact of differing cultural, economic, and political environments on marketing strategies and marketing management abroad. Topics covered in the course include the importance of international marketing to American business and the marketing procedures, techniques, and strategies, that are used by multinational firms in foreign markets.

Busn 416: Agricultural Finance and Price Risk Analysis (3)

Agricultural Finance and Price Risk Analysis prepares bank managers and agricultural lenders to analyze agricultural-related lending. Topics will include asset valuations, commodities and pricing, and factors affecting the financial health of agricultural industry.

Busn 423: Asset and Liability Management (3)

Asset and Liability Management is an examination of the financial institution's loan-to-deposit ratios, deposit and lending interest rate pricing, and regulatory compliance. This course prepares students for internal bank management.

Busn 431: Banking Capstone and Internship (3)

Banking Capstone and Internship provides a professional, practical learning experience in an appropriate work environment that will benefit the student and the organization. The course is structured to integrate classroom and work site learning experiences relevant to the student's educational and career objectives.

Communication Studies

Comm 101: Introduction to Communication (3)^

Introduction to the key concepts, terms, and theories used in analyzing human communication in a variety of contexts.

Comm 133: Introduction to Visual Communication (3)

Visual communication is the process of organizing, designing, and creating messages in print and multimedia form that meet specific purposes and practical needs. In this course students investigate the role of visual culture in daily life, exploring fine art, popular culture, film, television, advertising, business communications, propaganda, viral social media, and information graphics.

Comm 220: Interpersonal Communication (3)^

Introduces students to the complex interaction of social and psychological forces that have an impact on human relationships. This course will introduce communication as well as provide a focus on pragmatic skills for improved interpersonal communication competence.

Comm 250: Academic Writing and Research (3)^

This course is designed to introduce students to the basic tenets of good academic research and writing in preparation for upper-division coursework, the field of communication work, and graduate study. Particular emphasis will be given to learning to read and understand academic journals and writing, appropriately planning research, and learning APA writing style and format.

Comm 301: Communication Theory (3)^

Introduces students to the concepts and function of theory in social science and in the communication discipline. Students will be exposed to several social scientific paradigms and will examine a variety of theories relevant to areas such as mass communication, organizational communication, small group communication, message production, and social and cultural reality.

Comm 305: Cross-Cultural Communication (3)^

A fundamental course in the theoretical and practical aspects of intercultural communication. The course includes the following components: a) an introduction to the relationships among customs, language, and etiquette; b) skill-building exercises aimed at developing sensitivity to differences in behaviors in other cultures; c) techniques for bridging cross-cultural communication barriers; d) case studies and profiles of specific cultures and countries.

Comm 312: Writing in the Professions (3)^

Study and practice of writing techniques and forms commonly used in business, the professions, and public relations.

Comm 316: Group and Team Communication (3)

The primary purpose of this course is to enhance students' understanding of the principles of small group communication so that they may communicate competently in various team contexts. Specifically, this course is designed to: 1) help students become familiar with concepts and processes in group communication, and 2) allow students to experience the challenge of learning how to improve their communication skills through actual participation in groups. The knowledge gained about groups, along with experiences participating in groups, will hopefully enhance students' ability to engage in effective communication in diverse group contexts. This course examines basic communication concepts and processes which influence the nature and function of group dynamics in both face-to-face and computer-mediated teams.

Comm 318: Computer Mediated Communication (3)^

This introductory course will explore how we communicate via technology. How has computer mediated communications affected interpersonal relationships? How has the internet formed virtual communities that might not have become possible in the "real world?" How has language evolved because of the internet? This class will introduce students to CMC theoretical perspectives as well as analyze problems and arguments that arise from CMC. We will survey different venues such as message boards, blogs, chat rooms, instant messaging, email, etc. Students will be introduced to scholarship in these areas to understand the importance of emerging new media.

Comm 320: Organizational Communication (3)^

Theory and practice of effective communication within organizations. Examines organizational structures and functions of communication theories and skills.

Comm 321: Business and Professional Communication (3)

Business and Professional Communication is a course which provides students the opportunity to develop skills and understandings useful in the career environment. A variety of communication situations may be analyzed, including problem solving; discussion groups; organizational networks; interviewing; and conference planning and speaking. This course emphasizes the theory and practice of communication as it relates particularly to business and professional settings.

Comm 370: Diversity Communication (3)^

This course examines the role of gender, class, and race in the global context. Topics include readings and films based on historical events, case studies, literature, and theories. Students write reaction papers and make a film.

Comm 405: Conflict and Mediation (3)^

Students will learn the underlying theories of interpersonal and organizational conflict. The positive and negative aspects of conflict will be discussed. Means of conflict management, resolution, and mediation will be presented.

Comm 4xx: Storytelling and Video Marketing (3)

This course teaches students how to structure stories for emotional impact for marketing purposes through videos and how to construct videos to build an audience for a brand or company. Students will learn how to effectively use videos as marketing tools and to measure their success.

Comm 4xx: Social Media Marketing (3)

Brands can build an audience directly with their customers using organic social media. Digital marketers will learn how to create effective content across social media platforms to generate sales and receive a *Hubspot Social Strategy certificate* from the course.

Comm 4xx: Digital Marketing Ads (3)

Growing an audience often requires search and social ads. These ads help businesses connect directly with customers. This course helps students create compelling ad strategies and effective budgeting for online ads. Students will focus on search marketing ads via Google Ads and receive a *Google Ads certificate* for their work. They will also learn how to run social media ads using Facebook Ads and will earn a *Facebook Blueprint certificate* as a demonstration of their mastery.

Comm 4xx: Digital Marketing and Analytics (3)

The goal of digital marketing is to build an audience and generate sales. This course walks through using digital marketing channels such as email, SEO, and content marketing to connect with customers. Then, this course helps students set up measurement to hone marketing messages and

teaches students to allocate money and attention on the content that earns the most sales. Students will earn a *Google Analytics certificate* as a part of the course.

Computer Sciences and Technology

CS 140: Integrated Software Applications (3)^

This course will show how to integrate data from word processors, spreadsheets, and databases into a single document or presentation. This will be done by using separate, stand-alone applications as well as using an integrated software application.

CS 240: Advanced Office Applications (3)^

This course will cover advanced aspects of the Microsoft Office Suite, particularly Excel. Topics will focus on concepts and tasks that are necessary in today's business world. Students taking this course should have a working knowledge of file management, as well as basic word processing and spreadsheet applications.

Economics

Econ 201: Principles of Microeconomics (3)^

This course serves as an introduction to the principles of microeconomic analysis. The course examines the behavior of customers, firms, and resource owners and the manner in which they interact to determine prices and outputs under a variety of market structures.

Econ 202: Principles of Macroeconomics (3)^

This course serves as an introduction to the principles of macroeconomic analysis, which deals with the study of general economic aggregates such as total production, real income, employment, and the general price level in the economy as a whole. The course also examines questions relating to government use of various policy instruments in attempts to achieve goals relating to full employment and price level stability.

Econ 354: Global Competition and Strategy (3)^

This course introduces general international business concepts and expands to include the dynamics of globalization, international trade and competition, and their implications for competitive business strategy.

English

Engl 105: Unpacking Academic Writing and Research (3)

Academic writing and research skills are essential to student success in higher education. However,

students are often unaware of the conventions of formal academic research and writing. In this class, students identify and apply relevant academic research and discourse conventions, evaluate, and integrate academic research into their own writing, and employ APA style and citation to build academic ethos. Through discussion boards, scaffolded writing assignments, and hands-on research, students demonstrate the necessary skills for academic success in their chosen programs.

Environmental Science

Eesc 110: The Environment and You (4)^

A study of our natural environment and the physical and biological principles functioning in it. We will study humans as part of the overall ecosystem and we will look at the effects human actions have on different natural systems: land use, air and water pollution, biodiversity decline, resource extraction and global issues.

History

Hist 303: The Civil War and Reconstruction (3)^

An examination of the sectional controversy, the Antebellum South and slavery, the failure of the political system to resolve peacefully the conflict between the North and South, the conduct of the war, and the nature of Reconstruction.

Hist 331: The American West (3)^

The history of frontier expansion from the colonial period through the 20th Century with primary emphasis on the settlement of the trans-Mississippi West in the 19th Century. Also considers the 20th Century development of the West.

Leadership

Ldrs 360/560: Community Engagement in 21st Century Policing (3)

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

Ldrs 361/561: Mental Health & Officer Wellness (3)

This course presents best practices for law enforcement for providing effective services to individuals with mental illness. Services and venues available to assist mentally ill populations will also be explored, as will criminal justice applications and alternative paths for offenders. Additionally, this course will address issues surrounding and ways to improve officer mental health and wellness.

Ldrs 362/562: Critical Leadership Issues in Policing (3)

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

Ldrs 363/563: Crisis Management Leadership in Policing (3)

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

Ldrs 500: Foundations of Leadership (3)

This is an introduction course in leadership will set the basis for the student's leadership method, through examining the various styles of leadership, while developing an introspective exploration into the importance of personal values, attitudes, and strengths in being a leader. This course will set the groundwork from which the student will begin to develop their own personal leadership philosophy. Our ability to exercise leadership requires our deepening growth and awareness (our spiritual presence) allowing us to co-create a holding environment (a safe space) in which to do the hard work within organizations today.

Ldrs 506: Strategy, Innovation, and Imagination (3)

This course will explore diverse viewpoints on organizational strategy and the culture of innovation. You will evaluate and reflect on your own originality, creativity and learn how to use imaginative and ideation tools to expand and enhance your ability to solve challenging problems.

Ldrs 508: Strategy of Non-Profit Organizations (3)

This course introduces the student to the major opportunities, challenges, and issues that leaders and managers face in increasing nonprofit effectiveness. Topics include understanding the nonprofit sector, nonprofit management, governing and leading nonprofit organizations, obtaining and managing resources. Students will complete a leadership strategy portfolio for a nonprofit organization as a final project.

Ldrs 509: 21st Century Healthcare Systems and Policy (3)

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

Ldrs 510: Current Trends in Sports Leadership (3)

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

Ldrs 601: Advanced Strategic and Human Resource Management (3)

This course will provide an overview of human resource management (HRM). HRM is a fundamental component of the competitiveness, effectiveness, and sustainability of any organization, as it influences who is hired, how they are trained, evaluated, and compensated, and what steps are taken to retain them. In turn, HRM plays a critical role in predicting employees' behavior, attitudes, and performance. Put simply, if an organization wants good people, then it must practice good HRM.

Ldrs 602: International Business (3)

This course is a consolidation of both International Business and Global Strategic Marketing courses. This course is intended to expose students to understanding of what is meant by international business and forces behind globalization plus learning the importance of global marketing activities in international. This course helps students to understand preferential trade agreement, how to enter in the global market, how advertising and public relations are used in the global marketing and finally how digital revolution has created a global electronic marketplace.

Ldrs 611: Grant Writing (3)

This course focuses on the development of core skills related to grant writing. This includes knowledge about finding grant opportunities, developing grant applications including narratives, budget and completion of required paperwork. This course will provide key strategies to develop a successful proposal and grant funded project. Grant writing is a key skill for non-profit leaders as they work to develop diverse funding portfolios.

Ldrs 612: Justice and Forgiveness (3)

This course is a continuation of the exploration of exercising leadership building on the previous courses in the MAL program. We will take a deep dive look at how personal forgiveness, asking for forgiveness from others, forgiving ourselves, and forgiving others leads to our practice of authentic leadership. It requires a maturity that includes but transcends basic emotional intelligence, that is the continued development of self-awareness, self-management, social awareness, and relationship building that has been a part of your earlier course work. We will deepen our consideration of the practice of servant-leadership as it pertains to justice, both personal aspects of justice and social or corporate justice. This course, then, is a continuation of the exploration of transformational and servant leadership. We will explore the perennial topics of justice and forgiveness from the perspectives of the individual, the group, workplace, and community, as well as local and global systems. What is justice? Where does forgiveness come from? Is there a difference in how men and women approach and understand justice?

Ldrs 621: Leading in Interprofessional Healthcare Teams (3)

This course integrates the learnings from the prior leadership courses with the adaptive work of leading within Interprofessional healthcare teams. We will look at how to identify and learn about the various professions involved in delivering healthcare as we use the perspectives of adaptive leadership and the techniques of polarity management to make progress on the complex issues inherent in healthcare in the 21st century.

Ldrs 622: Change and Innovation in Healthcare (3)

Managing organizational change and transition is challenging at the best of times, in today's dynamic health care environment, change is a constant of both organizational and health care life. Whether the change is simple or complex, organizations must adapt in order to survive let alone thrive. Leaders need to act as 21st Century change agents to envision necessary transition and effectively lead organizations through the change initiatives. This course prepares participants to lead change within a wide variety of health care settings. Students will learn about strategic planning in health care settings and will utilize these skills to develop a strategic change portfolio.

Ldrs 631: Sports Fundraising and Financial Concepts (3)

This course introduces students to the unique aspects of finance and fundraising in the sports industry. Topics covered will include financial management such as terminology, systems, and strategic budgeting; sports fundraising concepts such as traditional and new strategies, events, solicitation techniques, and philanthropic giving.

Ldrs 632: Sports Marketing, Promotion, and Communication (3)

This course provides students with information related to several key topics in the sports industry. Topics examined will generally be selected by the instructor and include relevant content about sports legal issues, sports facility management, sports psychology, and more.

Mathematics

Math 106: Mathematical Applications for Management (3)^

This is a study of math concepts, used as tools, specifically as business functions. Topics covered include: linear equations and inequalities; linear programming; matrices; mathematics of finance; and basic probability and statistics.

Math 205: Statistics (3)^

An introduction to descriptive and inferential statistics. Intended primarily for students of the social sciences, business, psychology, and education. Includes organizing and describing data, probability, random variables, sampling distributions, estimation, hypothesis testing, correlation, regression, and analysis of variance.

Music

Mus 103: History of Popular Music (3)^

This course is an overview of popular music in the United States cover the roots of rock and roll to music of the present day. Music fundamentals are covered in this general music class. Major styles, representative artists, and the conditions from which they rose are explored. Sociological, economic, and cultural factors that shaped the music of different eras are also examined.

Philosophy

Phil 252: Ethics (3)^

A study of the basic problems and chief types of ethical theory and of the rational principles sustaining moral discourse.

Psychology and Behavioral Health

Psyc 101: General Psychology (3)^

This course examines the foundation of behavior and is an overview of the field of psychology with an emphasis on the fundamental processes and principles. Topics that are covered include the scientific method, the nervous system and behavior, sensory processes and perception, learning, memory, motivation, cognition, personality, and behavior disorders. The general purpose of this course is to have students demonstrate a knowledge of the basic concepts, principles, theories, and issues related to these topics. This course is a prerequisite for all courses in psychology except Psyc 203.

Psyc 150: Critical Thinking (1)

Students will learn the process of evaluating arguments, claims, reasoning, logic, and how beliefs are formed. The overall purpose of this course is to learn how to carefully evaluate information and apply the process of careful deliberation to the behavioral health field. Topics covered will include common errors in judgment, probability, calculation of risks, and how to develop and make strong arguments.

Psyc 192: Psychology in the Workplace

The business aspect of psychology, specifically how psychological theory and practice is applied in the workplace.

Psyc 202: Research Methods (3)^

This course will provide an introduction to the methodologies used in psychological research. Topics will include naturalistic observation, correlational and regression methods, reliability and validity of measurements. Special attention will be given to techniques that control or reduce error variance. Students will also be introduced to and become proficient with the technical writing style of the American Psychological Association (APA). This course will provide a basic foundation for the understanding of the research process and is intended as a prerequisite for other 300-level psychology courses in which such knowledge is essential.

Psyc 203: Developmental Psychology (3)^

This course is an overview of the concepts related to the development of humans from conception to old age. Emphases include the physical, intellectual, emotional, and social development of normal children, adolescents, and adults.

Psyc 230: Behavioral Modification (3)

This course covers behavioral learning principles and theories and application to clinical settings. Students will learn how a treatment plan is developed and will develop their own treatment plans.

Psyc 283: Introduction to Counseling and Helping Skills (3)

This course provides an overview of foundational counseling theories, as well as an introduction to counseling techniques, the therapeutic relationship, and the general counseling process. Particular emphasis will be placed on helping skills.

Psyc 310: Cognitive Psychology (3)

Scientific study of the mind and the role the senses play in how we interpret and perceive our surroundings. Topics covered include attention, learning, memory, perception, and executive function.

Psyc 318: Statistics for the Behavioral Sciences (3)^

This course builds upon material covered in Psyc 202 and is the culmination of the two-course sequence in statistics and design. The course will examine more complex statistics and research methods in psychology, including power, advanced hypothesis testing, factorial designs, one-way and two-way analysis of variance, nonparametric statistics, and advanced statistical computer applications. The major emphasis will be on research design, data collection, analysis, interpretation, and professional APA reporting of research results.

Psyc 320: Social Behavior (3)

Overview of the field of social psychology with emphasis on examining how individuals function within a group or other social context. Topics covered include attitudes, performance, stereotypes, prejudice, and research findings within the field.

Psyc 335: Biopsychology (3)

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

Psyc 340: Medical Psychology (3)

This course will cover how health and the human behavior/mind are interrelated with emphasis on mind-body connection. Research around the prevention, comprehension, and treatment of medical issues will be examined from the perspective of the biopsychosocial model.

Psyc 352: Psychopathology (3)

This course covers the categorization of abnormal behavior in the field of psychology, including an introduction to the *Diagnostic and Statistical Manual of Mental Disorders*, 5th ed. (DSM-5). Mental disorders and their etiologies will be conceptualized from different perspectives, including cultural, biological, psychodynamic, cognitive-behavioral, existential, and systemic.

Psyc 380: Public Health and Prevention (3)

An overview of the public health model, its applications in the field of psychology, and an introduction to prevention will be covered.

Psyc 405: Clinical Psychology (3)

Introduction to the field of clinical psychology with a focus on both science and practice. Topics include the profession of clinical psychologists, diagnoses using the DSM-5, history, and current

issues in the field. This course is recommended for students thinking of getting a master's or doctorate degree in a counseling or behavioral health related field.

Psyc 460: History of Psychology (3)

A survey of the historical background and major theories and systems, past and present, in the field of psychology.

Psyc 465: Sports Psychology (3)

This course will provide an overview of the field of sports psychology and exercise science. Students will learn how to apply psychological concepts to competition, exercise, and health. Topics include resilience, concentration, motivation, personality, and attention. Relevant research will be also covered.

Psyc 470: Psychology of Gender and Culture (3)

This course provides an analysis of the psychological research on gender. Topics covered include gender diversity, gender stereotypes, and the interplay of culture and gender.

Psyc 471: Child Psychopathology (3)

Psychological disorders in children will be covered with emphasis on origin, diagnosis, treatment, and use of the DSM-5 in childhood psychological disorders. Introduction to the field of abnormal child and adolescent psychology, including the causes, maintenance, and treatment of children's behavioral, social-emotional, and cognitive disorders from a developmental perspective.

Religion

Rel 371: World Religions (3)^

An introduction to major world religions including Hinduism, Buddhism, Taoism, Confucianism, Judaism, Christianity, Islam, and others. Each religion will be studied within its historical context and attention will be given to central concerns of each religion.

Note: Courses identified with an ^ were created by Undergraduate College departments for inclusion in their curricula. The course titles, descriptions, and learning objectives are subject to the approval of the faculty of the Undergraduate College.

Graduate Programs

Mission Statement

Through graduate curricula of academic excellence, University of Jamestown seeks to prepare post-baccalaureate students to be knowledgeable practitioners and leaders of character in their respective professional or academic fields and/or to be soundly prepared for further graduate study.

Graduate Learning Outcomes

The faculty of the College of Graduate and Professional Studies recognizes the importance of providing a wholistic education to graduate students, regardless of discipline. As such, the following outcomes are intended for all graduate students at the University of Jamestown.

An individual who successfully completes a master's or doctoral degree at the University of Jamestown will:

1. Conduct themselves in an ethical manner.
2. Articulate how diversity in its various forms affects their discipline.
3. Assess the quality of research findings in their discipline.
4. Conduct and present research appropriate for their discipline.
5. Communicate clearly and effectively both orally and in writing.
6. Actively participate in organizations in their communities outside of the university.

The Graduate Programs

The University of Jamestown offers degrees at the graduate level in the following:

- Doctor of Physical Therapy
- Master of Arts
 - Leadership
- Master of Education
 - Curriculum and Instruction
- Master of Science
 - Clinical Counseling

Information about all graduate programs can be found in the catalog (DPT) or bulletins (master's programs) maintained by the individual programs. Students and prospective students should refer to those documents, all of which are available online at www.uj.edu.

University Personnel

The Board of Trustees

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Mary Beth Hegstad
Alumni Association President

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Ann Arbor, Michigan

Tessa Gould
Washington, DC

Jim Johnson
Capitola, California

H. George Schuler
Dallas, Texas

Jill Sisk, Ph.D.
Minnetrista, Minnesota

Paul Sukut
Bismarck, North Dakota

Terry Wanzek
Jamestown, North Dakota

Mark Wolf
Jamestown, North Dakota

Jeff Young
West Fargo, North Dakota

Class of 2023:

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Jamestown, North Dakota

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Bart Holaday
Colorado Springs, Colorado

Larry Langemo
Bismarck, North Dakota

Robert McLennan
Grand Forks, North Dakota

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Jamestown, North Dakota

Kari Ness
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James Unruh, Chair
Paradise Valley, Arizona

Chrystal Veazey-Waston
Livingston, New Jersey

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Lincoln, Nebraska

Shane Berg, Ph.D.
Princeton, New Jersey

William Bernhagen
Sheridan, Wyoming

David Evinger
Minneapolis, Minnesota

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Jamestown, North Dakota

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Jamestown, North Dakota

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Hanover, New Hampshire
Sandi Piatz
Oxbow, North Dakota
Todd Steinwand
Bismarck, North Dakota

Jamestown, North Dakota
Jasper Schneider
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Marvin Seibold
Hendersonville, North Carolina

Jeffrey Frommelt
Burr Ridge, Illinois
Audrey Kloubec
Fargo, North Dakota
Ed Nafus
Scottsdale, Arizona
Burt Riskedahl
St. Paul, Minnesota
Harris Widmer
Fargo, North Dakota

Administration

(The date after a name denotes that person's first year in their position.)

President and Staff

Polly L. Peterson, Ph.D. (2018)
President
Chris Hoke (2019)
Chief Information Officer
Dustin Jensen (2018)
Dean of Engagement & Student Affairs
Sean Johnson (2015)
Athletic Director
Erin Klein (2014)
Assistant to the President and Secretary to the Board of Trustees
Tena Lawrence (2018)
Executive Vice President
Danielle Gordon (2022)
Executive Vice President of UJ Accelerated and Arizona Operations
Brett Moser (2019)
Vice President for Development and Alumni Relations
Paul Olson, Ph.D. (2014)
Provost and Dean of the College of Graduate and Professional Studies
Christopher Redfearn, D.A. (2021)
Associate Provost and Dean of the Undergraduate College
Gregory Ulland (2018)

Vice President for Enrollment Management
Kresha Wiest (2021)
Chief Financial Officer

Administrative Personnel

Kris Crabtree-Groff, Ed.D. (2018)
Associate Dean for Faculty Development
Nola Czarnik (2021)
Director of Innovative Content Development, UJ Accelerated
Judy Hager (2013)
Director of Financial Aid
Mona Klose (2018)
Associate Dean for Institutional Effectiveness
Mary Engels (2019)
Manager of Jimmie Connection/Post Office
Tonya (McIlonie) Sletto (1998)
Controller
Mike Woodley (2018)
Associate Dean for Student Success and Registrar

President Emeriti

<i>Robert S. Badal, Ph.D. (2002-2018)</i> President Emeritus	<i>James Walker, Ph.D. (1983-1996)</i> President Emeritus
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Dean Emeriti

<i>Carol Schmeichel, M.S.</i> Dean Emerita	<i>Gary Watts, Ph.D.</i> Dean Emeritus
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Faculty Emeriti

Sue Anderson, M.S.
Professor Emerita of Teacher Education
Charles Ault, Ph.D.
Professor Emeritus of Biology
James Dick, M.B.A.
Professor Emeritus of Business Administration
Vicki Greshik, M.B.A.
Professor Emerita of Business Administration
Caroline Hagen, Ph.D.
Professor Emerita of Teacher Education

Geneal Hall, Ph.D.

Professor Emerita of Nursing

Dorothy Holley, M.A.

Professor Emerita of English

Jerome Knoblich, Ph.D.

Professor Emeritus of Chemistry

Dina Laskowski, M.Ed.

Professor Emerita of Teacher Education

Jacqueline Mangnall, Ph.D.

Professor Emerita of Nursing

Louvicia Mayer, M.S., R.N.

Professor Emerita of Nursing

Irene Paasch, Ph.D.

Professor Emerita of Communication

Cecil Roth, M.A.

Professor Emeritus of Foreign Language

James Walker, Ph.D.

Professor Emeritus of Religion

Carolgene Wolf-Matthiesen, M.Ed.

Professor Emerita of Teacher Education

William Wojnar, Ph.D.

Professor Emeritus of Music

Full-Time Graduate and Professional Studies Faculty, 2021-2022

An asterisk denotes a department chair or program director; the date after a name denotes the person's first year at the University of Jamestown.

Christine Amsler (2020)

Instructor of Teacher Education

Ed.D., St. Mary's University

Brittany Anderson (2016)

Associate Professor of Physical Therapy

D.P.T., University of North Dakota

*Kris Crabtree-Groff (2015)**

Professor of Teacher Education

Ed.D., Drake University

*Enkhtuya Dutton (2021)**

Assistant Professor and Director of University Libraries

M.S.L.S., University of Illinois at Urbana-Champaign

Dallas Ehrmentraut (2022)

Assistant Professor of Physical Therapy

D.P.T., University of Jamestown

Jeffrey Ferguson (2019)

Assistant Professor of Physical Therapy

D.P.T., University of North Dakota

Wendy Hager (2021)
Instructor of Nursing
M.S., Arizona State University

Tara Haj (2014)
Associate Professor of Physical Therapy
D.P.T., University of North Dakota

Clayton Holmes (2021)
Professor of Physical Therapy
Ed.D., University of Arkansas at Little Rock

Liz Hunt (2014)
Associate Professor of Communication and Character in Leadership
Ph.D., Regent University

*Brenda Kaspari (2017)**
Assistant Professor of Leadership
Ph.D., University of North Dakota

Courtney LaLonde (2020)
Assistant Professor of Teacher Education
Ph.D., University of North Dakota

Heidi Larson (2015)
Associate Professor of Education
Ph.D., North Dakota State University

Kristin Lefebvre (2022)
Professor of Clinical Research and Physical Therapy
Ph.D., University of the Sciences

Jackie Madsen (2015)
Associate Professor of Physical Therapy
D.P.T., University of Minnesota

Elsie Motter (2022)
Assistant Professor of Clinical Counseling
M.S., University of Mary

Paul Olson (2014)
Professor of Sociology
Ph.D., University of Nebraska

Diana Palm (2020)
Assistant Professor of Physical Therapy
D.P.T., University of North Dakota

James Schanandore (2017)
Associate Professor of Physical Therapy
Ph.D., North Dakota State University

Mundi Schmidt (2020)
Instructor of Teacher Education
Ph.D., University of North Dakota

*Melissa Schultz (2020)**
Assistant Professor of Clinical Counseling
Ph.D., Louisiana Tech University

Jeffrey Stotts (2017)

Associate Professor of Teacher Education
Ed.D., University of North Dakota

*Andrea Twedt (2019)**

Assistant Professor of Professional Studies
Ph.D., North Dakota State University

*Sara Voorhees (2013)**

Associate Professor of Physical Therapy
Ph.D., University of Delaware

Amanda Walch (2020)

Instructor and References and Instructional Librarian
M.A., University of Iowa

Ben Wolden (2019)

Assistant Professor of Physical Therapy
D.P.T., University of North Dakota

Mitch Wolden (2014)

Associate Professor of Physical Therapy
Ph.D., North Dakota State University