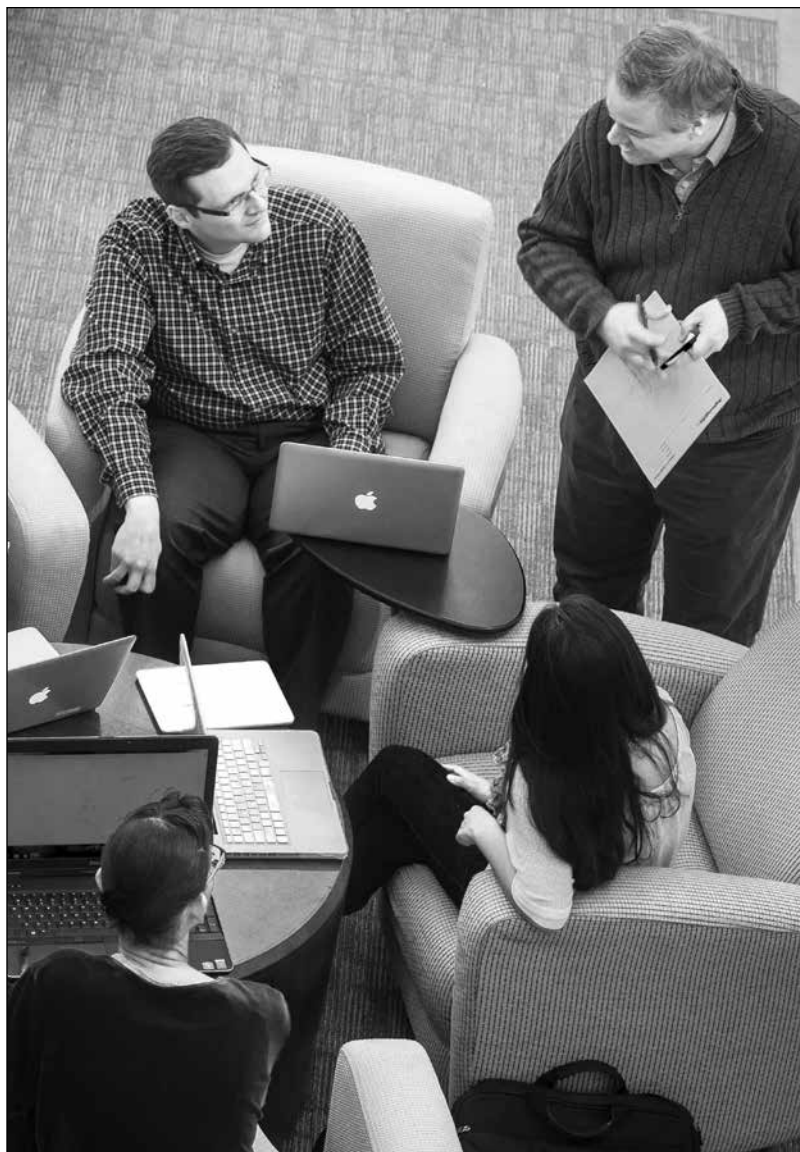




Bulletin²⁰¹⁵⁻²⁰¹⁶

Graduate Programs
and Information





Graduate Bulletin
Saint Mary's College

2015–2016

Academic Year

Volume 1

Notre Dame, Indiana

Guide to Correspondence and Communication

Saint Mary's College, Notre Dame, IN 46556-5001, (574) 284-4000

Email: graduateadmission@saintmarys.edu Internet: saintmarys.edu

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- College Counsel and Title IX Coordinator, Richard Nugent

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- Career Crossings Office, Stacie Jeffirs
- Center for Academic Innovation, Sister Amy Cavender, CSC
- Center for Women's Intercultural Leadership, TBD
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- Assistant Vice President for Student Affairs, Janielle Tchakerian
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- Belles Against Violence, Connie Adams
- Multicultural Services, Gloria Jenkins
- Residence Life, Ashley Hall
- Safety and Security, David Gariepy
- Student Involvement, Brittany House
- Women's Health, Elizabeth Fourman

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This *Bulletin* depicts the status of the programs offered by Saint Mary's College as of June 1 of the year of its publication. Changes in programs do and necessarily must occur. The College maintains the current official status of College policy and programs in the Office of the Registrar. This publication is **not** an offer to enter into a contract. The College reserves the right to modify or eliminate College rules, policies and programs and to apply any such modifications to any student without regard to date of admission, application or enrollment. Any questions regarding changes since June 1, 2015 may be directed to registrar@saintmarys.edu.

2015–2016 Academic Calendar

FALL SEMESTER 2015

August 23–30	Sun–Sun	Enrollment for all students
August 24	Monday	Classes begin
August 27	Wednesday	Mass of the Holy Spirit (no classes between 11 a.m. and 1 p.m.)
August 30	Sunday	Last day to add or drop classes on PRISM
October 17–25	Sat–Sun	Mid-semester break
October 26	Monday	Classes resume
November 16	Monday	Pre-registration for spring semester 2016 begins
November 25–29	Wed–Sun	Thanksgiving Holiday
November 30	Monday	Classes resume
December 10	Thursday	Last class day
December 11–13	Fri–Sun	Study days (no examinations)
December 14–18	Mon–Fri	Final examinations
December 22	Tuesday	All grades due by noon

SPRING SEMESTER 2016

January 10–17	Sun–Sun	Enrollment for all students
January 11	Monday	Classes begin
January 17	Sunday	Last day to add or drop classes on PRISM
March 1	Tuesday	Deadline for 2016–17 Financial Aid application
March 5–13	Sat–Sun	Mid-semester break
March 14	Monday	Classes resume
March 25–28	Fri–Mon	Easter Holiday
March 29	Tuesday	Classes resume
April 11	Monday	Pre-registration for fall semester 2016 begins
April 28	Thursday	Last class day
April 29–May 1	Fri–Sun	Study days (no examinations)
May 1	Sunday	Convocation
May 2–6	Mon–Fri	Final examinations
May 10	Tuesday	All grades due by noon
May 14	Saturday	Commencement

SUMMER SESSION 2016

May 15–22	Sun–Sun	Enrollment for all students
May 16	Monday	DNP & Data Science classes begin (last day for add/drop)
May 23	Monday	Speech Pathology Session 1 classes begin (last day for add/drop)
June 10	Friday	Last class day for Speech Pathology Session 1
June 13	Monday	Speech Pathology Session 2 classes begin (last day for add/drop)
June 14	Tuesday	Speech Pathology Session 1 grades due by noon
July 1	Friday	Last class day for Speech Pathology Session 2
July 4–8	Mon–Fri	Mid-summer break
July 5	Tuesday	Speech Pathology Session 2 grades due by noon
July 11	Monday	DNP & Data Science classes resume
July 11	Monday	Speech Pathology Session 3 classes begin (last day for add/drop)
July 22	Friday	Last class day for Data Science
July 26	Tuesday	Data Science grades due in by noon
July 29	Friday	Last class day for Speech Pathology Session 3
July 30	Saturday	Last class day for DNP
August 2	Tuesday	DNP & Speech Pathology Session 3 grades due by noon
August 12	Friday	Official date of completion for August graduates

2016–2017 Academic Calendar

Dates beyond Summer Semester 2016 are provided for reference and should be considered tentative.

FALL SEMESTER 2016

August 21–28	Sun–Sun	Enrollment for all students
August 22	Monday	Classes begin
August 24	Wednesday	Mass of the Holy Spirit (no classes between 11 a.m. and 1 p.m.)
August 28	Sunday	Last day to add or drop classes on PRISM
October 15–23	Sat–Sun	Mid-semester break
October 24	Monday	Classes resume
November 14	Monday	Pre-registration for spring semester 2017 begins
November 23–27	Wed–Sun	Thanksgiving Holiday
November 28	Monday	Classes resume
December 8	Thursday	Last class day
December 9–11	Fri–Sun	Study days (no examinations)
December 12–16	Mon–Fri	Final examinations
December 20	Tuesday	All grades due by noon

SPRING SEMESTER 2017

January 15–22	Sun–Sun	Enrollment for all students
January 16	Monday	Classes begin
January 22	Sunday	Last day to add or drop classes on PRISM
March 1	Wednesday	Deadline for 2016–17 Financial Aid application
March 11–19	Sat–Sun	Mid-semester break
March 20	Monday	Classes resume
April 14–17	Fri–Mon	Easter Holiday
April 18	Tuesday	Classes resume
April 18	Tuesday	Pre-registration for fall semester 2017 begins
May 4	Thursday	Last class day
May 5–7	Fri–Sun	Study days (no examinations)
May 7	Sunday	Convocation
May 8–12	Mon–Fri	Final examinations
May 16	Tuesday	All grades due by noon
May 20	Saturday	Commencement

SUMMER SESSION 2017

May 21–28	Sun–Sun	Enrollment for all students
May 22	Monday	DNP & Data Science classes begin (last day for add/drop)
May 29	Monday	Speech Pathology Session 1 classes begin (last day for add/drop)
June 16	Friday	Last class day for Speech Pathology Session 1
June 19	Monday	Speech Pathology Session 2 classes begin (last day for add/drop)
June 20	Tuesday	Speech Pathology Session 1 grades due by noon
July 14	Friday	Last class day for Speech Pathology Session 2
July 3–7	Mon–Fri	Mid-summer break
July 18	Tuesday	Speech Pathology Session 2 grades due by noon
July 11	Monday	DNP & Data Science classes resume
July 17	Monday	Speech Pathology Session 3 classes begin (last day for add/drop)
July 28	Friday	Last class day for Data Science
August 1	Tuesday	Data Science grades due in by noon
August 4	Friday	Last class day for Speech Pathology Session 3
August 5	Saturday	Last class day for DNP
August 8	Tuesday	DNP & Speech Pathology Session 3 grades due by noon
August 18	Friday	Official date of completion for August graduates



August 2015

Welcome!

As a graduate student at Saint Mary's College the 2015–2016 Graduate *Bulletin* will be a valuable resource for you. In it, you will discover a wealth of information: College history, detailed course listings, academic regulations, faculty listings, financial information, and much more.

The Graduate *Bulletin* is more than a course catalog. Within its pages, you will find an overview of the Saint Mary's experience. The more you read, the more you will realize that pursuing a graduate degree at Saint Mary's College, whether hybrid or on-campus, is a truly special place—where the life of the mind and the life of the spirit both flourish.

Carol Ann Mooney '72
President

OFFICE OF THE PRESIDENT (574) 284-4602 FAX (574) 284-4800

Notre Dame, Indiana 46556-5001

General Information



Carol Ann Mooney '72
Eleventh President of
Saint Mary's College

MISSION STATEMENT

(The following statements will be officially updated to include mention of the admission of men to Saint Mary's graduate programs.)

Saint Mary's College is a Catholic, residential, women's college in the liberal arts tradition. A pioneer in the education of women, the College is an academic community where women develop their talents and prepare to make a difference in the world. Founded by the Sisters of the Holy Cross in 1844, Saint Mary's promotes a life of intellectual vigor, aesthetic appreciation, religious sensibility, and social responsibility. All members of the College remain faithful to this mission and continually assess their response to the complex needs and challenges of the contemporary world.

STATEMENT OF PHILOSOPHY AND PURPOSE

As a center of higher education, Saint Mary's fosters an academic climate of scholarship and learning for faculty and students alike. Through excellence in teaching and the example of its own active scholarship, the faculty challenges students to expand their horizons and supports them in their intellectual pursuits. A broad-based course of study invites students to think critically and creatively about the natural world and human culture. Acknowledging the need to prepare women for an array of careers, the College insists on a liberal arts foundation for all its students. Through their years at Saint Mary's, students



acquire depth and breadth of knowledge, competence in quantitative skills and modern languages, the ability to think clearly about complex problems, and the capacity to communicate with precision and style.

As a Catholic college, Saint Mary's cultivates a community of intellectual inquiry, liturgical prayer, and social action. The College creates an open forum in which students freely and critically study the rich heritage of the Catholic tradition, raising the questions necessary to develop a mature religious life. The celebration of liturgy encourages students to explore the fullness of life and its mysteries. The College nurtures awareness and compassion for a troubled world and challenges students to promote

human dignity throughout their lives. In preparing women for roles of leadership and action, Saint Mary's pays particular attention to the rights and responsibilities of women in the worlds of work, church, community, and family.

Dedicated to the personal and social growth of its students, Saint Mary's cultivates a community of students, faculty, and staff, which responds to the needs of women. In order to offer the richest educational experience possible, the College strives to bring together women of different nations, cultures, and races. It provides a residential environment where women grow in their appreciation of the strengths and needs of others. Through a host of co-curricular programs on campus and in the local community, Saint Mary's initiates students in the habits of civic responsibility. Engaging in all aspects of the college experience, students acquire the hallmarks of a liberally educated woman: keen self-knowledge, lively imagination, lifelong intellectual and cultural interests, and the ability to make socially responsible choices about the future.

HISTORY OF THE COLLEGE

Saint Mary's College was founded by the Sisters of the Holy Cross in 1844 and continues to be sponsored by the Congregation today. Located on the banks of the St. Joseph River, the 75-acre campus remains as beautiful today as when the pioneering Sisters arrived from France. In fact, "The Avenue," the main entrance to campus, is legendary among graduates for its beauty and for the sense of welcoming that it gives to all who enter the campus.

Recognized nationally as a leader in women's education, Saint Mary's College has always been proud of pioneering change in response to the needs of the times. In the fall of 2015, Saint Mary's opened graduate programs which include the admission of men to these programs.

Through more than 160 years and 11 presidents, Saint Mary's College has embraced its mission of educating women to make a difference in the world. From modest beginnings as a boarding school teaching and ministering to orphans, to offering five bachelor's degrees, two masters degrees and one doctorate degree and boasting approximately 18,000 living alumnae, the College continues to fulfill its ongoing mission of being a Catholic women's college dedicated to the total development of its students.

ACCREDITATION

Saint Mary's College is accredited by The Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA). Its graduate programs are accredited, or approved, by the following organizations:

Commission on Collegiate Nursing Education (candidacy)

American Speech-Language-Hearing Association (ASHA)

Indiana State Board of Nursing

MEMBERSHIPS RELATED TO GRADUATE STUDIES

Among others, the College holds membership in the following organizations:

American Speech Language-Hearing Association (ASHA)	Independent Colleges of Indiana (ICI)
Association of American College and Universities (AAC&U)	Indiana Campus Compact (ICC)
Association of Catholic College and Universities (ACCU)	Michigan Intercollegiate Athletic Association (MIAA)
Campus Compact	National Association of Independent Colleges and Universities (NAICU)
College Board	National Catholic Education Association (NCEA)
Council of Independent Colleges (CIC)	National Collegiate Athletic Association (NCAA)
	Women's College Coalition (WCC)

INFORMATION TECHNOLOGY

Saint Mary's College has a strong technology infrastructure to support its mission. The campus network is built for high-speed data access. Every building is wired for data, providing web access and email.

Graduate students living in residence halls have access to the campus network and the Internet via ResNet, which provides one high-speed network connection for each room occupant, as well as one cable television connection for each residence room or suite. ResNet staff provides technical assistance to graduate students who are having problems with their personal computers. Graduate students also have the option of connecting to Saint Mary's College wireless network, "BelleAire," in most areas across campus. Wireless connectivity is available in all residence halls and academic buildings, with over 1000 wireless access points distributed throughout the campus.

Technology classrooms and computer clusters are available in every academic building. Computer clusters include dedicated printers as well as a mix of Mac and Windows computers. The Trumper Computer Center, located in the lower level of the Cushwa-Leighton Library, is a state-of-the-art facility with 24-hour access for graduate students when classes are in session. Each residence hall also offers 24-hour access when classes are in session.

Several teams within the Information Technology Department (IT) provide technology support services to the campus community. These include: Instructional Technology and Media Services, Administrative Computing, User Support (including the SMC HelpDesk, ResNet and Cluster Support), and Network Systems Support.

The Huisking Instructional Technology Resource Center (ITRC) provides consulting services and support for students and faculty in a number of technology areas: including hardware, software, video editing, video production, and online learning. The Huisking ITRC is located in the lower level of the Cushwa-Leighton Library near the Trumper Computer Center. Saint Mary's College uses the Blackboard Learning Management System to support both classroom and online learning.

The SMART Center promotes the best and innovative practices in teaching and learning with technology. It supports the hybrid graduate programs (currently Masters of Science in Data Science and Doctorate of Nursing Practice) and telepractice technology in the on-campus Master of Science in Speech Pathology. The Center offers group workshops, individual consultation, and ongoing support in technology and pedagogy. Graduate faculty receive training and assistance in online course design, delivery and effective use of the latest eLearning technologies and software. The Center is home to Director of Instructional and Supporting Technology for Graduate Programs who offers support to graduate students

in all programs. In the future, the Center will house the college's eFellowship program, exploring new instructional models and strategies. It is located in the lower level of the Cushwa-Leighton Library.

For more information about Information Technology at Saint Mary's College, visit saintmarys.edu/it.

SAFETY AND SECURITY

Safety and security on campus is of paramount importance to the College. The Security Department joins with the Department of Residence Life and the Building Services, Grounds, and Maintenance departments to share mutual responsibility in keeping the campus safe and secure. However, the total involvement and cooperation of students, faculty, and staff are necessary to maintain a safe environment.

The Saint Mary's College Security Department is staffed by full-time officers, full-time dispatchers and a host of part-time and on-call officers, dispatchers and escort drivers. The staff provides 24 hour a day year-round security and for the Saint Mary's College community. The Director provides investigative services for the campus and works closely with local law enforcement, prosecutorial staff, social service organizations, and others to augment and provide the safest environment possible. The Director plans and provides safety programs and provides regular communications to the community concerning timely warnings and accompanying safety tips of crimes that may pose a continuing threat. The Security Department Compliance Officer provides regular inspections of College buildings to ensure safety issues are addressed in a timely fashion.

Blinkie

An escort service van, driven by security personnel, circles the campus when school is in session (from dark to 2:00 a.m., Sundays through Thursdays, and from dark to 4:00 a.m. on Fridays and Saturdays). The "Blinkie" van extends the route to the Grotto on the campus of the University of Notre Dame after the "Sweep" ends its daily run. The van drives students to and from Saint Mary's College parking lots and residence halls.

Stranded Student

Additionally, the "Stranded Student Program" encourages and provides safe travel back to Saint Mary's campus from local destinations when students find themselves alone or without the resources to obtain safe travel.

Emergency Phones

Blue light emergency phones, located around campus, provide another safety option for students to call Security when they do not feel safe, when they wish to report a crime, or in emergency situations.

The Safety and Security Department desires to provide the safest environment possible but true security can only be gained with the vigilance of all members of the community.

Information on campus safety is available at www3.saintmarys.edu/campus-safety. This website describes the policies and programs the College has developed to foster a safe and secure environment conducive to the pursuit of education and personal growth. Please review the information carefully. If you have any questions contact the Security Department at (574) 284-5000.

Campus and Buildings



Saint Mary's College Campus

With its 100 acres of landscaped campus along the St. Joseph River, located within the 278 acres owned by the Congregation of the Sisters of the Holy Cross, Saint Mary's College enjoys natural and cultivated beauty and the ideal quiet setting for a college. Saint Mary's is also within easy access to the regional airport and the interstate highway system.

ACADEMIC/ADMINISTRATIVE FACILITIES

Angela Athletic Facility, built in 1978, is an award-winning recreation and athletic facility, housing tennis, basketball, and volleyball courts in a gym area with seating for 2,000. Racquetball courts are adjacent to the main gym. Architect Helmut Jahn designed the building. See also: Intercollegiate Athletics and Recreation Program, page 19.

Cushwa-Leighton Library, built in 1982, was designed by architect Evans Woollen. The library presents a contemporary treatment of a traditional Gothic building echoing the shape and color of the surrounding buildings. A 86,606 square-foot building with a seating capacity of 540, the library provides access to more than 270,000 volumes and audiovisual materials and access to more than 20,000 journals in print and electronic format. The library is open until midnight most nights during the school year with reference and research assistance available until 9 p.m. The Trumper Computer Center is located in the lower level of the library and is open around the clock during the school year. The Huisking Instructional Technology Resources Center is also located on the lower level of the library and is available for multimedia development projects.

Haggar College Center, built in 1941, includes multipurpose rooms, a ballroom (Welsh Parlor), offices for Information Technology, Marketing Communications, Advancement Services, and Research and Development.

Havican Hall was built in 1947 as a model “campus school” to service neighboring parishes. Havican Hall now provides classrooms, high-tech classrooms, study areas, and faculty offices for the Department of Nursing. Havican Hall is the location of the hybrid Doctorate of Nursing Practice degree program. It also houses the Early Childhood Development Center (ECDC), a progressive childcare facility where many Saint Mary’s students study and work.

Le Mans Hall, built in 1923, serves as the largest residence hall on campus. It also houses many administrative offices at Saint Mary’s: Admission Office, Alumnae Relations, Business, College Counsel, College Relations, Dean of Faculty, Development, Financial Aid, The Office of Academic Affairs and First Year Studies, Institutional Research and Assessment, Offices of the President, Provost and Senior Vice President for Academic Affairs, Vice President of College Relations, Vice President of Enrollment Management, Vice President of Mission, Vice President of Student Affairs, Registrar, Residence Life and Housing, and Student Accounts.

Madeleva Memorial Classroom Building, built in 1967, with interior and exterior renovations completed in 2009, 2012 and 2013, contains classrooms, high-tech computer labs and classrooms, private faculty offices, faculty and student lounges; the Departments of Communicative Sciences and Disorders, Education, Mathematics and Computer Science; the Judd Leighton Speech and Language Clinic, the Academic Resource Center (ARC), the College Archives, and Carroll Auditorium, a 350-seat lecture hall. It is the location of two graduate programs, the Master of Science in Speech Language Pathology and the Master of Science in Data Science. The recently renovated building memorializes Sister M. Madeleva Wolff, CSC, president of Saint Mary’s College from 1934–1961.

Moreau Center for the Arts, built in 1956, is named in honor of the Very Reverend Basil Anthony Moreau, CSC, the founder of the Congregation of the Sisters of the Holy Cross. It houses the College’s Departments of Art, Music, and Communication Studies, Dance and Theatre, and the Film Studies Program. The U-shaped building is made up of music practice rooms, classrooms, high-tech classrooms, art studios, an arts computer lab, a digital music lab, a music library, art galleries, and two performance facilities—The Little Theatre and O’Laughlin Auditorium. The largest of these facilities, O’Laughlin Auditorium, has continental seating for 1,300 and is used for a myriad of cultural events throughout the year including lectures, theatrical, musical and dance performances, film presentations and concerts. The Little Theatre, with seating for 275, provides a very intimate environment and is regularly used for theatrical productions, music recitals, and panel discussions. The Moreau Art Galleries include the Hammes, Little Theatre, and Sister Marie Rosaire, CSC exhibit spaces that comprise over 1,600 square feet of display area. The galleries are well known for their art exhibits featuring the works of renowned national, international, and regional contemporary artists.

Regina Hall, built in 1964, is a residence hall and also accommodates the Department of Modern Languages, and Campus Ministry as well as classrooms, a high-tech computer laboratory, the language learning center a video laboratory, a projection room, conference rooms, a theatre classroom, and a dance studio.

The Science Hall, built in 1954 with an addition in 1986, is an 97,149 square-foot structure provides classroom, high-tech classroom, laboratory, office and research space for the Department of Biology and the Department of Chemistry and Physics, as well as a 120-seat auditorium and a newly constructed greenhouse.

Spes Unica Hall, a 68,464 square-foot Academic building, opened in the fall of 2008. The building accommodates eighteen state of the art classrooms with wireless Internet throughout the building, the Center for Spirituality, the Center for Women’s Intercultural Leadership, the Career Crossings Office, and the Center for Academic Innovation. It also houses the Departments of Business Administration and Economics, English, Global Studies (including Anthropology), History, Humanistic Studies, Philosophy, Political

Science, Psychology, Religious Studies, Social Work, and Sociology, and the Interdisciplinary Programs of Environmental Studies, Gerontology, Gender and Women's Studies, Intercultural Studies, and Justice Education. Students can socialize and study in the many open lounge areas or the café. The reflection room located on the second floor provides a beautiful reflective space for students.

The Student Center, an 82,100 square-foot structure built in 2005, provides a common meeting place for all students, faculty, and staff and encourages participation in co-curricular activities to promote spiritual, personal, social, and educational growth. The center includes the Vander Venet Theatre, the Rice Commons, the cyber cafe, meeting rooms, a large atrium with a sculptured water wall, the Office of Student Involvement and Multicultural Services (SIMS) which includes the *Blue Mantle*, the *SMC Observer*, the Student Government Association and other student organizations, the Women's Resource Center, 1st Source Bank, the Office for Civic and Social Engagement, a resource center for Campus Ministries, food services offices, Anthony Travel, and document services. The Shaheen Bookstore is located on the north side of the building. The Student Center is the entrance for the Noble Family Dining Hall.

NOBLE FAMILY DINING HALL

The Noble Family Dining Hall features "Ultimate Dining," an integrated, contemporary, customer-focused, residential dining program. While the focus is on quality food, the integrated approach touches all phases of the food service operation from delivery methods to food ordering, labor, and merchandising. The result is professional, restaurant-quality menu items prepared with state of the art equipment in a spectacular facility.

CYBER CAFÉ

Located in the Student Center, Cyber Café/C-Store serves the Saint Mary's student body as a convenience store and fun café. It sells great study snacks and fresh off the grill meals. A great place to meet friends.

SPES UNICA CAFÉ

Need a quick bite but don't have time to run over to the dining hall? Try our Spes Unica Café, located on the second floor of the Spes Unica building. A wonderful place to get an energy boost!





Graduate Admission

Saint Mary's College does not discriminate on the basis of race, color, national origin, religion, age, sexual orientation, or disability in the recruitment and admission of graduate students. This nondiscriminatory policy also applies to all the rights, privileges, programs, and activities generally accorded or made available to students at the College, and to the administration of educational policies, scholarships and loan programs, student employment and other College-administered programs.

APPLICATION REQUIREMENTS

All applicants must have a bachelor's degree from a regionally accredited college or university, or the international equivalent. Candidates are normally expected to have maintained at least a 3.0 cumulative GPA in undergraduate coursework. For some programs, a Master's degree from a regionally accredited college or university, or the international equivalent, will be required. Additional requirements vary by graduate program. Please review program specific requirements in this bulletin and/or on the program website: grad.saintmarys.edu.

A complete application for graduate admission at Saint Mary's College consists of the following requirements:

- Application form and application fee.
- Official transcripts from all colleges and universities previously attended.
- Letters of recommendation (see program requirements for specific number).
- Official Test Scores (see program requirements for programs that require scores).
- Personal statement.
- Individual programs may have additional requirements.

The manner in which an applicant submits materials depends on the requirements of each application process. Some require all documentation to be submitted electronically directly to the processor while others require hard copies to be mailed to the College. Instructions on how materials should be submitted are on the graduate admission website.

STANDARDIZED TESTING REQUIREMENTS

Official standardized test scores are required for some Saint Mary's College graduate programs. Test scores are never used in isolation as a single factor that determines an admission decision. For test score requirements and school codes for each program, refer to specific program requirements.

Official TOEFL (80) or IELTS (6.5) scores are required for all applicants for whom English is a second language, unless the undergraduate degree was earned at an institution where English was the primary language of instruction. In cases where a student is improving his or her English proficiency through participation in the Saint Mary's College English Language School, successful completion of the Advanced Level of instruction can be used in lieu of TOEFL or IELTS scores.

MATRICULATION

Accepted students must confirm their intention to enroll by submitting a \$400 tuition deposit (combined with an additional \$200 deposit for students opting for room and board on-campus). Students enrolling at Saint Mary's College must have on file all official final transcripts showing proof of baccalaureate degree or master degree, if applicable, and a completed health form, if applicable. These forms must be received before the beginning



of the student's first term of attendance to comply with federal and state of Indiana regulations. Students who have not submitted applicable forms prior to the start of their program will not be permitted to start classes. Enrollment deposits are not refundable.

The Office of Graduate Admission reserves the right to rescind an offer of admission if an application is found to be fraudulent or to include plagiarism. Offers of admission may also be rescinded if final grades from courses in progress at the time of admission are judged by the graduate program director to be significantly lower than the level of achievement presented in the rest of the academic record.

DEFERRED ENROLLMENT

Upon request, Saint Mary's may grant a deferral to accepted students whose plans change before they are able to enroll. It is assumed that the academic record will remain unchanged during the deferral period. Students who defer admission and complete prerequisite undergraduate or graduate level courses between the time of acceptance and deferred enrollment must reapply for admission. Requests for deferrals should be made in writing. Deferred students' admission status will carry to the next admission cycle (for most applicants).

ADMISSION OF TRANSFER STUDENTS

Saint Mary's College allows applications from students who have already earned graduate school credits at another institution. Transcripts will be reviewed as part of the admission process, and the applicant will be notified at the point of admission if transfer credits will be applied toward the Saint Mary's College degree. Only credits from accredited graduate programs, with a grade of B or better, will be reviewed for transfer, and a student may transfer no more than six semester hours or its equivalent (within the last five-year period) from an unfinished graduate program. If a student has completed a master's program, he or she may transfer up to nine semester hours into a Saint Mary's master's program.

ADMISSION OF INTERNATIONAL STUDENTS

Saint Mary's College encourages applications from international students. In addition to the general application requirements for the program, international applicants must also provide: 1. official translated transcripts and 2. official test scores demonstrating English

competency. A complete, official, and detailed copy of the bachelor's degree or equivalent school record translated to English, including an explanation of the grading scale is required and should be submitted according to the program's requirements. Notarized copies are considered official. The scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) are required for students whose native language is not English. Information on TOEFL test dates and centers may be obtained at toefl.org. Saint Mary's TOEFL code is 1702. Information on IELTS test dates and centers is available at ielts.org.

As soon as possible after receiving his or her acceptance, the applicant should indicate his or her desire to reserve a place in the entering class by submitting a non-refundable USD \$400 enrollment deposit. For campus-based programs, upon submission of the deposit and verification of financial responsibility, an I-20 Certification of Eligibility form will be sent to the student. The American Embassy, Consulate or Immigration Office nearest the student's home (if residing outside the U.S.) should be contacted for passport and visa information. If currently residing in the U.S., please contact the Office of Graduate Admission for specific instructions regarding a legal transfer to Saint Mary's College. Students wishing to participate in hybrid programs should contact the Office of Graduate Admission at graduateadmission@saintmarys.edu for student visa information.

In some cases, graduate applicants who were educated in a language other than English will meet all admission requirements with the exception of the English language proficiency. In such cases students could be conditionally admitted to the Program, until they can either meet the appropriate level of English language proficiency through the Saint Mary's English Language School or continue their English language education and prove English language proficiency through appropriate TOEFL or IELTS scores at the level required.

NON-DEGREE SEEKING STUDENT

Graduate non-degree students are those individuals who have earned a baccalaureate degree and take undergraduate or graduate level courses for personal enrichment, professional development, certification, to meet prerequisite course requirements for graduate programs to which they intend to apply, or to familiarize themselves with the rigors of a graduate program before applying. Graduate non-degree students are enrolled at the College, not in a specific degree granting graduate program.

Graduate non-degree students who are alumni may not audit graduate courses free of charge.

Graduate non-degree students may take courses for credit on a part-time basis. Courses typically have limited enrollment. In such cases, first priority goes to students who are admitted to the graduate program offering the course, followed by Saint Mary's students admitted to other degree programs, followed by graduate non-degree seeking students. Enrollment in specific courses is based on eligibility criteria, space availability, and approval of instructor. Graduate non-degree students are not exempt from course prerequisites.

Admission to graduate non-degree status neither guarantees nor implies subsequent admission to a degree program. Graduate non-degree students interested in seeking admission to a graduate degree program must submit all required application materials (see page 15).

If a graduate non-degree seeking student later enrolls as a degree seeking graduate student, he or she can only apply up to six graduate-level credit hours earned as a non-degree seeking student toward a graduate degree.

Generally, a graduate non-degree students does not qualify for financial aid.

READMISSION

A student who has officially withdrawn from and wishes to return to a Saint Mary's College graduate program must send a written request stating the reasons for seeking readmission to the Provost (who is currently serving Graduate Studies in lieu of a Dean of Graduate Studies), who will forward a copy to the graduate program director (see continuous enrollment policy). The program director will ask the Office of Graduate Admission to send the student an application for readmission. All transcripts and course descriptions for academic work completed during the intervening time must be submitted to the Office of Graduate Admission. The application, along with any new academic information, will be reviewed by the program's admission committee before the student receives a decision.



Saint Mary's College offers students outstanding programs and services. As a women's college and as a Christian community, Saint Mary's offers students unique opportunities for leadership and individual growth and development. As a part of the Saint Mary's–Notre Dame community, the College also offers women the advantages of a coeducational environment.

DIVISION OF STUDENT AFFAIRS

The staff in the Division of Student Affairs provides opportunities for growth and development in a wide range of areas. The departments in Student Affairs include: Belles Against Violence (BAVO), Residence Life, Women's Health, Student Involvement, Multicultural Services and Student Programs, College Security and Intercollegiate Athletics and Recreation.

A key objective of the Division of Student Affairs is to provide a variety of programs and services that help students clarify personal goals, crystallize career and life-style needs, and develop the tools for effective and independent decision making.

BELLES AGAINST VIOLENCE

The Belles Against Violence Office (BAVO) incorporates and reflects the Catholic Church's faith and social teaching to increase the capacity of Saint Mary's College to appropriately and effectively respond to violence against students. This office incorporates advocacy, education, training and collaboration. For more information go to www.saintmarys.edu/bavo.

HEALTH SERVICES

Women's Health supports the educational mission of the college by providing high quality care in an accessible, safe and confidential setting. The staff is committed to assisting all students in their acquisition of knowledge, skill and the behaviors necessary to become self-directed health advocates. Women's Health is open to all students enrolled at Saint Mary's College. For more information about counseling and health services please go to www.saintmarys.edu/health.

INTERCOLLEGIATE ATHLETICS AND RECREATION PROGRAM

Saint Mary's student-athletes are powerful in the classroom and on the playing fields. As a member of the Michigan Intercollegiate Athletic Association Saint Mary's competes in eight NCAA Division III sports. These sports are volleyball, soccer, golf, tennis, basketball, cross country, softball and lacrosse. Saint Mary's College does not participate in men's intercollegiate athletics.

In addition to our varsity athletic programs, students can also join the cheerleading squad and club sports teams. Intramurals and a fitness center invite all students to have fun while they stay fit.

RESIDENCE LIFE AND COMMUNITY STANDARDS

The Department of Residence Life strives to create a cooperative residential community and a comfortable living environment based on mutual respect and involvement. Saint Mary's College believes that living on campus gives students the opportunity to be fully engaged in academic and student life and to exercise adult freedoms responsibly with professional and peer support. A diverse community of various viewpoints, goals, and styles prepares students for future relationships, diverse careers, and living in a dynamic global society.

Residence Halls

Saint Mary's College believes that living on campus gives students the opportunity to be fully engaged in academic and student life. A diverse community full of various viewpoints, goals and styles engages students in a variety of ways.

Graduate students are not required to live on campus but may choose to do so. Graduate students wishing to live on campus will be housed with upperclass students. Graduate students may waive the meal plan requirement. We do not offer graduate-only housing at this time. Housing is available only to women.

Each residence hall has the following amenities: social and reflective gathering and study space; computer clusters; laundry facilities; full kitchens with microwaves; chapel; individual mailboxes; and, a vending area.

For more information on types of housing available, room rates, and to complete an application, send an email to reslife@saintmarys.edu.

STUDENT INVOLVEMENT

The Office of Student Involvement helps students explore their leadership potential by creating a strong foundation of ethical behavior with an overall awareness of social justice and global issues. Involvement in co-curricular activities provides the opportunity for students to apply skills learned in the classroom.

In addition to promoting and encouraging the development of leadership skills, the office supports the needs of traditionally underrepresented students. The office provides services that address the needs of underrepresented students as well as promote educational opportunities for the entire campus community.

The office provides a wide range of diverse and inclusive leadership opportunities that include:

- College governance through a comprehensive student government association, class and residence hall associations, and membership on college-wide committees;
- Clubs and organizations provide the opportunity to fulfill the social, cultural, academic, political, spiritual, and recreational interests of students;
- Student publications, such as Chimes, the student literary magazine which reflects the artistic life of its contributors; The Avenue, an independent literary journal designed to allow the expression of student thought and concern; The Blue Mantle, the student published yearbook; and The Observer, the daily newspaper published for and by the Saint Mary's and Notre Dame student community;
- National leadership and academic conferences, where Saint Mary's student leaders enjoy a broad sphere of influence at the state, regional, and national level serving as board members on steering committees, presenting at leadership and academic conferences, and hosting regional and state conferences;
- Ad hoc initiatives, such as the student-directed Dalloway's Coffee House and campus committees and task forces that provide students, faculty, and student development professionals the opportunity to work together to address real problems and issues on campus, forge working partnerships, and model a new concept of leadership.

MULTICULTURAL SERVICES

The Office of Multicultural Services provides a wide variety of services and programs related to cultural diversity and support. Some of those programs and services include: the Belles Connect program (an orientation program for under-represented and first generation students), advising student affinity groups, and providing support for the Student Diversity Board and the annual Diverse Student Leadership Conference.



DIVISION FOR MISSION

The Division for Mission fosters the integration of the Gospel, the riches of the Catholic tradition and the heritage of the Sisters of the Holy Cross into the life of the College community; serves the College community by enlivening the hearts and minds of its members to respond to the Gospel call to community, prayer, and service. The Division for Mission is comprised of Campus Ministry, the Center for Spirituality, and the Office for Civic and Social Engagement (OSCE).

Campus Ministry

Campus Ministry fosters the call to community where freedom and fullness of life is celebrated through word, sacrament, service, and action for justice. Contributing to the liberal arts tradition, Campus Ministry has a particular responsibility to encourage students to grow in both intellectual and experiential knowledge of their faith and to assume leadership roles within the Church and society.

To carry out this mission, Campus Ministry offers regular celebrations of Eucharist and Reconciliation, and prayer services such as Taizé Prayer, Evening Prayer, Ecumenical and Interfaith Prayer. In addition to these prayer opportunities, weekly Rosary and Eucharistic Exposition are offered in the residence hall. The department offers the processes of Christian Initiation and sacramental preparation, liturgical ministry formation, peer ministry formation, women's spirituality groups, bible study, retreats, spiritual guidance, alternative break opportunities and Theology on Fire. Campus Ministers and student ministry assistants are available and assist the residence life staff to enhance the spiritual life and building of community with residents, as well as respond pastorally in the event of an emergency.

The Center for Spirituality (CFS)

The Center for Spirituality is the locus where the mission of Saint Mary's College can be advanced with particular attention to spirituality considered as both academic discipline and way of life. Founded in 1984, CFS was the first such center established in the United States. Since then it has energetically promoted an awareness of, and appreciation for,

a theologically well-grounded spirituality among the entire College community, including alumnae and friends of the College—both regionally and nationally. CFS offers programs that address contemporary religious issues and that create a network for education in spirituality, especially for women.

An emphasis on the multi-faceted nature of spirituality includes attending to the social dimensions of spirituality. Incorporating the voices of persons who are poor, oppressed, or otherwise marginalized by society is a key component of the Center's mission. Thus, CFS works closely with other units of the College, co-sponsoring various programs and emphasizing that authentic spirituality culminates in work on behalf of justice and peace.

Further, CFS is in a unique position to address the broader issues of how faith and reason interact. For example, scholars from here and abroad convene in various formats to engage the community in discussion of critical issues related to spirituality. Other projects, such as the Catholic Common Ground Initiative, invite the College community to discuss issues of concern as they arise. CFS is a reminder to the College and others that the life of the mind and the life of the spirit are intimately connected and mutually enriching.

The Office for Civic and Social Engagement (OCSE)

The Office for Civic and Social Engagement is the campus center which facilitates community engagement in volunteer service, service-learning and experiential learning. Rooted in a commitment to social responsibility, the Office provides opportunities to become actively involved in various local agencies in service to women and children, the homeless, refugees and immigrants, and others. The OCSE is also home to the College Academy of Tutoring Program (CAT) which partners college students as tutors to local Title 1 public schools. Further, resources for faculty are provided for incorporating academic experiential learning into the curriculum, a key component of the Sophia Program in Liberal Learning. Through all of its programs, the office encourages all constituents of the College to be engaged in faithful and compassionate outreach to those in need and facilitates reflection on the impact and challenge of service.



Financial Information

TUITION, ROOM AND BOARD, FEES

All tuition, room and board, and fee information is for the 2015–16 academic year. Specific information regarding these costs for the 2016–2017 academic year will not be available until May 2016.

The following basic charges are payable one week prior to registration at the beginning of each semester. The College reserves the right to revise its rates in response to economic conditions.

Graduate Tuition

Master of Science in Data Science:

Entering Fall 2015 (36 credit hours over five (5) semesters) . . \$ 750 per credit hour
Graduate Student Fee (fall and spring semesters only) \$ 200 per semester

Master of Science in Speech Pathology:

Cohort Entering Fall 2015 \$ 50,385 program cost
Five (5) semesters \$ 10,077 per semester

Doctorate of Nursing Practice:

Post BSN to DNP

Cohort Entering Fall 2015 \$ 60,150 program cost
Twelve (12) semesters \$ 5,012 per semester

Post MSN to DNP

Cohort Entering Fall 2015 \$ 27,450 program cost
Six (6) semesters \$ 4,575 per semester

Application Fees

Data Science \$ 50
Nursing Practice (payable to Nursing CAS) \$ 65
Speech Pathology (payable to CSDCAS) \$ 100

Housing Charges*

Single Room \$ 3,590 per semester
Single Room with bath \$ 3,860 per semester
Double Room \$ 3,360 per semester
Double Room with bath \$ 3,640 per semester
Triple Room \$ 3,025 per semester
Triple Room with bath \$ 3,305 per semester
Quad Room \$ 2,745 per semester
Quint Room \$ 2,350 per semester

Board Charges*

Board Plan \$ 2,160 per semester
Belles Blue Plan (Off campus, Opus and selected senior housing residents) . . \$ 415

* Additional charges for housing and board may be incurred during required on-campus events for hybrid programs. Please visit program website for details.

Deposits

Enrollment deposit (new students) \$ 400
Housing/Damage deposit (new students) \$ 200

Applicants offered admission to a graduate program must reserve their seat by submitting a non-refundable deposit. This deposit will be applied to the first semester charges. Additionally, if a student wishes to apply for on-campus housing, he or she must submit an additional deposit for on-campus housing.



REFUND POLICY

Graduate Program Refund

Students who properly withdraw from the College prior to the first day of class for any semester will not be assessed any charge. Refunds for students who properly withdraw from the College or are dismissed within the first week of class will be calculated in conformity with the following policies:

- **Tuition and fees:**

First week.....	70%
Second week	0%
- **Board:** A maximum 60 percent refund will be available less a charge of one-half of 1 percent for each calendar day that has expired from the date of registration to the effective date of the student's withdrawal and departure from campus.
- **Room:** No refund of room charges will be made unless the room is re-rented to a student who had been living in emergency housing on campus. If the room is re-rented, a *pro rata* portion of the room fee will be refunded, less the normal room change fee. The student must vacate the room within 24 hours of his or her withdrawal or dismissal.

Please note: The refund schedule will be adjusted accordingly based on the above schedule for students who withdraw from semesters or courses with durations of less than 16 weeks.

Graduate Program Refund due to Protracted Illness

For students withdrawing because of a protracted illness or some other involuntary situation that is beyond the control of the student, the refund will be calculated in conformity with the following policies:

- **Tuition and general fees:** A *pro rata* refund based upon the portion of the semester that has elapsed, up to a maximum of 80 percent of the total charges, will be made.
- **Room and board charges:** A refund equal to 75 percent for each remaining calendar day of the semester will be made.

Appeal

The refund policy will be administered by the College Business Office under the direction of the controller of the College. A parent or student who wishes to appeal a decision of that office may do so by addressing a written communication to the Vice President for Finance and Administration, Saint Mary's College, Notre Dame, IN 46556. All notices of intention to withdraw must be made in writing and received in the Office of Academic Affairs and First Year Studies to be considered official. Any refunds will be considered official. Refunds will be based on the official withdrawal date shown on the change of status form from the Office of Academic Affairs and First Year Studies.

UNPAID BALANCE

Transcripts, grade reports, and diplomas will be withheld for graduate students who have any unpaid obligations to the College.

The College reserves the right to recover all costs involved with the collection and/or litigation of past-due accounts including but not limited to: collection agency fees, reasonable attorney's fees, court costs, and all other charges allowed by law.

FINANCING

Payment Policy

Payment for tuition and fees for the semester are due on or before the date shown on the student's statement of account which is approximately two weeks prior to the start of the semester. Accounts not settled in full by the start of the semester are subject to late charges. Interest at the rate of 1 percent per month may also be charged to accounts that are not paid in full. Late charges and interest charges will not be assessed to account balances that result from participation in the monthly payment plan or federal and state student financial aid that has been awarded but not yet received.

Monthly Payment Plan

The College offers a monthly payment plan for students. This plan allows students and other authorized users to make payments in equal installments during each semester. Enrollment is by term and includes an enrollment fee per semester. If you are unable to pay your bill in full, you must enroll in the payment plan. If you do not enroll in the payment plan, you may be subject to a late enrollment fee, and the College will enroll you in the plan automatically. Information detailing the payment plan will be sent to graduate students in the summer.

Credit cards are accepted for payment of student accounts. There is a processing fee associated with this service based upon the amount charged. Information about this service can be obtained by contacting the Student Accounts Office.



Graduate Student Financial Aid

All students share common concerns about the cost of going to college. Though addressing the financial aspects of a graduate education may seem overwhelming, please remember that the Financial Aid Office is here to help.

Saint Mary's College provides financial assistance to graduate students from federal and institutional resources. This assistance is intended to help bridge the gap between a student's resources and the amount needed to pay for the cost of attending Saint Mary's College.

For information or assistance, contact The Financial Aid Office, 141 Le Mans Hall, toll free number (866) 502-7788 or via email at finaid@saintmarys.edu. The office is open from 8 a.m. to 5 p.m. Monday through Friday during the school year and usually from 7:30 a.m. to 4:30 p.m. during the summer. When contacting our office, please have the student Saint Mary's ID number available.

RIGHTS AND RESPONSIBILITIES OF STUDENTS RECEIVING AID

- The right to privacy. All information submitted to the Financial Aid Office will be treated as confidential as mandated by the Family Educational Rights and Privacy ACT (FERPA).
- The right to an explanation of the student's financial aid eligibility.
- The right to appeal any financial aid decision to the Director of Financial Aid.
- The right to be notified of changes in financial aid status and eligibility.
- The right to examine records maintained by our office which relate to the student's financial aid file. Students who would like to review their file must submit a written request to the Financial Aid Office.
- The responsibility to reapply for financial aid by March 1 of each year.
- The responsibility to be aware of all conditions related to the financial aid award offer.
- The responsibility to report changes in academic or residential status to the Financial Aid Office.
- The responsibility to report any outside assistance the student will be receiving to the Financial Aid Office.
- The responsibility to meet with a Financial Aid Counselor to discuss how a withdrawal or leave might affect financial aid eligibility.
- The responsibility to notify the Financial Aid Office if the student changes his or her graduation date.
- The responsibility to use financial aid funds for education related expenses only.
- The responsibility to respond to requests from the Financial Aid Office in a timely manner.
- The responsibility to repay student loans.

PRISM

PRISM is our secure, web-based system which provides students with 24 hour access, seven days a week to financial aid and other student information. Students can view their current financial aid, check the status of their financial aid, and accept or decline their financial aid awards online via PRISM. To log onto PRISM, go to saintmarys.edu and choose "Current Students," then click on "PRISM Login."

CRITERIA FOR FEDERAL AID ELIGIBILITY

- Matriculate at Saint Mary's College in a degree-seeking program.
- Possess one of the following: high school diploma or a General Education Development (GED) certificate, pass a test approved by the U.S. Department of Education, meet other standards your state establishes that the Department approves, or complete a high school education in a home school setting that is treated as such under state law.
- Be a U.S. citizen, permanent resident or eligible noncitizen.
- Have a valid Social Security Number (unless the student is from the Republic of the Marshall Islands, the Federated States of Micronesia, or the Republic of Palau).
- Maintain satisfactory academic progress as defined in this bulletin.
- Not be in default on a federal student loan and/or not owe money on a federal student grant.
- Certify that federal student aid will be used only for educational purposes.

HOW TO APPLY FOR AID

To apply for federal and state financial assistance, a student must annually file the Free Application for Federal Student Aid (FAFSA). The FAFSA can be completed online at www.fafsa.gov, and the application should be completed before May 1.

FINANCIAL AID DEADLINES

March 1 Deadline for students to submit the FAFSA aid application for the following school year.

June 15 Deadline for students who are selected for verification review to submit the required verification documents.

In addition, during each school year the last day for students to apply for federal Direct Unsubsidized and Graduate PLUS Loans is the Monday of the last week of class (not finals week) for the spring semester. If a student will only enroll in the fall semester, the last day to apply for a federal loan would be the Monday of the last week of class for the fall semester.

HOW FINANCIAL NEED IS CALCULATED

Financial need is the difference between the estimated cost to attend Saint Mary's College for one year minus the amount a family should be able to afford to pay (per the aid applications) for one year.

$$\begin{array}{r} \text{Cost to Attend Saint Mary's College} \\ \text{minus Expected Family Contribution} \\ \hline \end{array}$$

Financial Need

The Financial Aid *cost of attendance* includes estimates of all expenses a typical student will have during the school year, even expenses that the student will not pay to Saint Mary's College. The Financial Aid Office uses the "Cost of Attendance" to determine how much financial need a student has and to determine the maximum amount of aid for which a student is eligible. The actual amount a student will be expected to pay to Saint Mary's College will usually be lower than the financial aid Cost of Attendance. Students can view their exact Cost of Attendance, expected student contribution, and calculated financial need, in PRISM.

The *expected student contribution* (EFC) comes from the financial aid applications. The EFC is an estimate, based on the data reported on the financial aid applications, of the amount a student should be able to afford to pay (from current income and savings) or finance for one year of school. While the EFC is an estimate of the amount a student should be able to afford to pay, it is not the amount the student will be billed. Depending on the financial aid package received, some students pay less than their EFC and some pay more.

OUTSIDE AID

The total aid (from all sources) a student receives cannot exceed his or her yearly Cost of Attendance. Consequently, students must notify the Financial Aid Office if they will receive financial assistance from outside sources, such as vocational rehabilitation, outside scholarships, and direct to consumer private educational loans which are not already listed on the award letter. The receipt of additional aid may result in an adjustment to the initial financial aid award. Outside aid a student receives is first applied to his or her unmet need.

All third-party scholarship and loan checks should be sent to the Financial Aid Office (141 Le Mans Hall). Scholarship checks will be applied to student accounts according to the terms given by the scholarship provider.

WHEN STUDENTS ARE NOTIFIED OF AID DECISIONS

Students usually receive their financial aid award letter within two weeks of when Saint Mary's College has received their financial aid application and the student has been admitted. Returning student award letters are usually mailed the middle of June to all students who met the application deadlines.

WHEN FINANCIAL AID IS DISBURSED TO STUDENT ACCOUNTS

Financial aid funds will be credited to student accounts seven days before the semester begins, provided all the necessary paperwork has been completed by that date.

VERIFICATION

Each year certain aid applications are selected for a verification review. Verification is a process where the College will request additional documentation from a student before the financial aid package can be finalized. If selected for a verification review, the Financial Aid Office will request the following documents from a student: copies of the student and spouse W2 forms and a completed Verification Worksheet. In addition, tax filers need to either log onto www.fafsa.gov and transfer data from their IRS tax return to the FAFSA, or the tax payer needs to request a Tax Transcript from the IRS.

The Financial Aid Office will then compare the documentation with the data originally reported on the aid application, and will make corrections as needed. The verification process is a federal requirement and aid will not be credited to student accounts until after the verification process has been completed. In addition, because some financial aid awards have limited funding, if the Financial Aid Office does not receive the verification documents from a student by June 15, there may be a reduction in the student's aid.

SAINT MARY'S AID PROGRAMS

Leighton Fellowships

The Leighton Fellowships are made possible through a gift from Leighton Foundation. These Fellowships are awarded to students in the Master of Science in Speech Pathology Program by the faculty of that program. No separate application is needed although an in-person interview may be required.

Yellow Ribbon Program

Saint Mary's is proud to be a sponsor of the Yellow Ribbon Program in support of our nation's veterans. This program provides additional assistance to students in the Master of Science in Data Science program and the Doctorate of Nursing Practice program. Under the yellow Ribbon Program tuition and mandatory fees not already covered by the Post-9/11 GI Bill are paid. Note: eligible students also receive a book stipend and housing allowance.

Student Employment

A very limited number of graduate students may be offered the opportunity to earn wages from an on-campus job through the Federal Work Study Program. More information about Federal Work Study is in the following section.

FEDERAL FINANCIAL AID PROGRAMS

Federal Work Study Program

Students who demonstrate financial need according to the FAFSA may be awarded Federal Work Study as part of their financial aid package. Students may work a maximum of 20 hours per week, although most students work about 10 hours per week, and are paid monthly. Students can choose whether to put their earnings toward the tuition bill or deposit them into a bank account. Detailed information about pay rates and how students find jobs can be found on the web page at saintmarys.edu/student-employment.

Federal Direct Student Program

The Direct Loan program offers a low interest rate, and repayment begins six months after the student leaves school. There is a 1.073 percent federal default fee. Students must be enrolled at least half time in order to borrow from the Federal Direct Loan Program. For graduate students the Federal Direct Loan is unsubsidized. This means interest accrues on the loan while the student is enrolled in school. The interest rate is fixed. For the 2015–2016 academic year, the interest rate will be 5.84%.

The maximum amount a graduate student can borrow each year in the Federal Direct Unsubsidized Loan is \$20,500. The maximum amount a graduate student can borrow in a lifetime is \$138,500, including all loans borrowed for undergraduate study.

Federal Graduate Plus Loan Program

The Graduate PLUS Loan is a program that lets students borrow more federal loans to cover the education costs, provided the student is enrolled at least half time. The maximum amount a student may borrow is the annual cost of attendance less all other aid the student has been awarded for the year. Repayment begins after the loan is fully disbursed, but students have the option to defer payment until after they are no longer enrolled, although interest would accrue during this deferral.

A credit check is required for this loan and interest accrues on this loan while the student is enrolled in school. There are fees of 4.292 percent with this loan. The interest rate is fixed. For the 2015–2016 academic year, the interest rate will be 6.84%. Information about how to apply for a Federal Graduate PLUS Loan is on our website at grad.saintmarys.edu/admission-aid/financial-aid/financing-your-education.

OTHER AID PROGRAMS

Private/Alternative Student Loans

Various lenders offer private/alternative loans to students specifically for college costs. Repayment typically begins after the student graduates or is no longer enrolled. These loans require a student to have a satisfactory credit history and/or a credit-worthy co-signer. The interest rates and loan fees can vary by lender, and often these financing terms are tied to the credit worthiness of the student borrower and co-signer. The maximum amount students can borrow is the annual cost of attendance minus all other financial aid the student has been awarded.

FINANCIAL AID IN SUBSEQUENT YEARS

Application Process

Each year students must complete the Free Application for Federal Student Aid (FAFSA) if the student wants to be considered for Federal Direct Loans.

Financial Aid Standards of Academic Progress

To maintain eligibility for federal financial aid, students are required to meet the minimum standards of financial aid academic progress which are described in further detail in the following section. In addition, students may only receive federal financial aid twice for a specific course the student has already completed and passed.

FINANCIAL AID STANDARDS OF ACADEMIC PROGRESS

The Higher Education Act of 1965, as amended, requires Saint Mary’s College to develop and enforce standards of satisfactory academic progress prior to awarding any federal financial aid funds to students. Standards of satisfactory academic progress were established to encourage students to successfully complete courses for which federal financial aid is received, and to progress satisfactorily toward degree completion. These policies apply to the following aid programs:

- Federal Work Study Program
- Federal Direct Loan Program
- Federal Perkins Loan Program
- Federal PLUS Loan program

Please note that these financial aid standards of academic progress are separate from, and in addition to, academic standards required by the College for continued enrollment.

The criteria used to determine academic progress are cumulative grade point average, number of credits earned, and maximum time frame for completion of degree. To ensure that a student is making progress throughout his or her course of study, Saint Mary’s College assesses the student’s progress at the end of each fall, spring and summer semester. All periods of enrollment are reviewed, including semesters during which no financial aid was received.

Grade Point Average (GPA)

Graduate students must maintain a cumulative GPA of 3.0.

Number of Credits Earned

Students must successfully complete a minimum of 67% of the credit hours attempted each year (each summer, fall and spring semester). Attempted hours are hours for which a charge was incurred, excluding audited hours.

Successful completion is defined as receiving one of the following grades: A; A-; B+; B; B-; C+; C; C-; D+; D; D-; H; S; P; or V. NOTE: If a student is granted a leave of absence from Saint Mary’s College and receives grades of W in all of his or her classes, those credit hours still count as “attempted” credit hours for the purposes of this calculation.

Maximum Time Frame for Completion of Degree

Students are required to complete their degree requirements within a maximum time frame. Once students reach their total maximum time frame, or it is determined they cannot complete their degree within this time frame, they are no longer eligible to receive federal aid without an approved SAP appeal. Students must complete their degree within 150% of the published length of their degree program. Attempted credits includes all credits for which a grade was received, including grades of U, W, and X. Attempted credits also includes all transfer credits, and all credits that were earned during times when no financial aid was received.

Graduate programs vary considerably in length. Therefore, graduate students must complete their programs according to the length established by their respective department. The published length of Saint Mary’s College’s graduate programs is as follows:

Degree	Program Length	150% Max Time Frame
MS Speech Pathology	54 Credits	81 Credits
MS: Data Science	36 Credits	54 Credits
Post-BSN to DNP	77 Credits	115.50 Credits
Post-MSN to DNP	35 Credits	52.50 Credits



Financial Aid Termination

Students who are placed on financial aid termination are ineligible for financial aid beginning with the subsequent semester unless an appeal is approved (see below). While a student is on financial aid termination the student may attend Saint Mary's College at his or her own expense, provided the student has satisfactory academic standing with the Office of the Registrar.

Reinstatement of Eligibility

A student can regain eligibility for financial aid in one of two ways. First, the student could attend Saint Mary's College at his or her own expense and improve the academic record so that the student meets the minimum requirements. Second, the student could have a financial aid appeal approved (see below).

Appeals

Students on financial aid termination may appeal the loss of aid if extenuating circumstances prevented the students from making satisfactory progress. Circumstances which are considered extenuating are those that are unusual and/or unforeseen at the beginning of the year, such as: injury or illness of the student, death of a close relative, or other situations which were unexpected and beyond the student's control. Allowances may also be made for students who have a documented disability. Appeals can be made in writing to the Director of Financial Aid. The letter of appeal must explain: the reason why the student failed to achieve the minimum standards, and what has changed that will allow the student to achieve the minimum standards at the end of the next semester. Students are notified by mail of the results of their appeal.

Financial Aid Probation

Students who have an appeal approved will be eligible to receive financial aid for one semester on a probationary status. While on financial aid probation students will be given a specific academic plan that they must successfully achieve in order to remain eligible for federal aid in future semesters.

Grades of Withdrawal (W)

Withdrawn grades are counted as unsuccessful course completions. This is true even if the student received a grade of W due to taking a health leave.

Grades of Incomplete (X)

Students with grades of incomplete will initially have their SAP status put on hold while we await the final course grade. After a period of time if the incomplete grade is not changed to a final grade (either passing or failing) the grade of incomplete will be counted as an unsuccessful completion of a course. In this case, if an incomplete grade is later changed to a passing grade the student must notify the Financial Aid Office of the change to his or her academic record. At that time the student's record will be re-evaluated to determine satisfactory academic progress.

Repeated Courses

If a course is repeated, both the first and the second grade are used in calculating the GPA. The credit hours earned are only counted once.

Transfer Hours

Transfer hours only count toward the overall maximum time frame calculation. Transfer hours have no effect upon the cumulative grade point average.

Timing of Reviews

Current financial aid recipients will have their academic progress reviewed at the end of each academic year. New financial aid recipients (i.e., those students who had never previously applied for aid) will have their academic progress reviewed when the Financial Aid Office receives the results of the Free Application for Federal Student Aid.

STUDENT LOAN COUNSELING

Loan counseling is required by the federal government for all Federal student loan programs. There are two types of loan counseling, and they take place at different stages of the loan process.

Entrance Counseling

Entrance counseling is a process that aims to help students understand the rights and responsibilities associated with their student loans before the student incurs the legal obligation to repay those loans. This counseling covers the importance of repayment, the consequences of default, the use of the Master Promissory Note, and provides sample monthly repayment amounts. Note that Saint Mary's cannot credit a student's account with loan proceeds until the student has completed entrance loan counseling.

Federal Direct Unsubsidized Student Loans — Entrance loan counseling for direct loans is only needed once during a student's graduate academic career at Saint Mary's College. To complete entrance counseling for Direct Loans, students must log onto www.studentloans.gov and click on the link for complete entrance counseling.

Federal Direct Graduate PLUS Loans — Students must complete entrance loan counseling for the Graduate PLUS Loans every year in which a student receives a Graduate PLUS Loan. To complete entrance counseling for Graduate PLUS Loans, students must log onto www.studentloans.gov and click on the link for complete entrance counseling.

Exit Counseling

Exit Counseling is needed when a student who has borrowed federal student loans graduates or withdraws from Saint Mary's College. Exit counseling reminds students of their rights and responsibilities as a student loan borrower, and also provides useful tips and information to help students manage their loans.

Federal Direct Unsubsidized Student Loans – Students who borrowed Federal Direct Loans while enrolled at Saint Mary’s are required to complete Exit Counseling when they withdraw, graduate, or drop below half-time attendance (even if the student plans to transfer to another school). To complete Exit Counseling students must log onto www.nslds.ed.gov and click on the start button for Loan Counseling.

Federal Direct Graduate PLUS Loans – Currently exit counseling is not required for Graduate PLUS Loans.

Federal Student Aid Ombudsman

If a student enters repayment and has a problem with his or her federal loan and other reasonable efforts have failed, we recommend that the student contacts the Federal Student Aid Ombudsman. The Ombudsman office managed by the U.S. Department of Education may be able to:

- Propose solutions to discrepancies in loan balances and payments,
- Clarify interest and collection charges,
- Clarify financial aid requirements,
- Find loan holders,
- Rehabilitate loans by establishing satisfactory repayment plans,
- Reestablish eligibility for Federal Aid,
- Find promissory notes,
- Defer or discharge loans,
- Resolve issues related to income tax refund offsets, default status, consolidations, or bankruptcies,
- Service quality, and any other customer concerns.

Students can contact the U.S. Department of Education’s Ombudsman at:

Office of Ombudsman
Student Financial Assistance
Room 3012, ROB #3
7th & D Streets, SW
Washington, D.C. 20202
Phone: 1-877-557-2575



WITHDRAWING FROM SAINT MARY'S COLLEGE

If a student with federal aid withdraws from the College during a semester the Financial Aid Office is required to complete a special calculation, called a Federal Return of Title IV Funds calculation, to determine how much federal aid was earned during that semester based on the length of time the student spent enrolled.

Please note that the College's calculation to determine the amount of tuition, room and board charges for which the student is responsible is separate from the federal calculation of how much federal aid the student can retain to pay those charges. Information about the College's refund policy can be found on page 24.

When Saint Mary's completes the Return of Title IV calculation there are two dates that are very important:

- **The date Saint Mary's determined that a student has withdrawn.** In other words, when Saint Mary's becomes aware that a student has withdrawn. This date triggers the time frames for when Saint Mary's is required to complete the Return of Title IV calculation and notify the student of the result of the calculation. This is the date that:
 - The student began the official withdrawal process, or the date the student provided official notice of his or her intent to withdraw, whichever is later, or
 - The date Saint Mary's began the paperwork for a health leave, or
 - The date Saint Mary's became aware the student had ceased attendance.
- **The withdrawal date.** This date determines the amount of aid a student has earned for that semester and can keep. This is that date that:
 - The student began the official withdrawal process, or
 - The student last attended an academically related event, or
 - If the College determined that the student did not provide official withdrawal notification due to illness, accident, or other circumstances beyond the student's control, the withdrawal date will be the date the College determines which is related to the circumstance, or
 - The date Saint Mary's began the paperwork for a health leave, or
 - If the student earned grades of all F the withdrawal date will be either
 - The last day of attendance at an academic related event (per Academic Advising) if available, or
 - The mid-point of the semester.

The **amount of Title IV assistance a student has earned** is calculated by first determining the percentage of assistance the student has earned/can keep, and then by applying that percentage to the total amount of Title IV assistance that was disbursed, or could have been disbursed, to the student.

- The percentage of Title IV assistance that has been earned is equal to:
 - The percentage of the semester which the student completed as of the withdrawal date, if the withdrawal date occurred before the 60th percent of the semester
 - 100% if the withdrawal date occurred after the 60th percent of the semester.
- The percentage of the semester is determined by dividing the total number of calendar days in the semester into the number of calendar days the student completed as of his or her withdrawal date.
- The total number of calendar days in a payment period includes all days within the semester, except scheduled breaks of at least five consecutive days or days in which the student was on an approved leave of absence.

Disbursement of Aid After Withdrawal

If the Return of Title IV calculations show that Saint Mary's can pay additional federal aid funds to the student, we will send notice of this additional aid option to the student within 30 days of when Saint Mary's College determined a student withdrew. The notice will include information that:

- Requests confirmation of any post-withdrawal disbursement of grant or loan funds for which the student may be eligible
- Explains that the student who does not confirm that a post-withdrawal disbursement of loan funds may be credited to the student's account may not receive any of those loan funds
- Advises the student that no post-withdrawal disbursement will be made if the student does not respond within 14 days of the date Saint Mary's College sent the notification
 - If the student responds within 14 days that he or she does wish to receive all or a portion of a post-withdrawal disbursement, Saint Mary's College will disburse the funds within 120 days of when we determine the student withdrew.
 - If the student does not respond to the notice from Saint Mary's College, no portion of the loan funds may be credited to the student's account or disbursed directly to the student.

Return of Title IV funds

If Saint Mary's determines that we need to return some federal aid funds, federal funds will be returned in the following order:

- Loans — Unearned funds from loan programs will be credited to outstanding balances on Title IV loans made to the student or on behalf of the student for the semester for which a return of funds is required. Those funds will be credited in the following order:
 - Graduate PLUS Loans
 - Unsubsidized Direct Loans.



Graduate Academic Life

Saint Mary's College offers graduate students an outstanding curricular program in the form of master's of science degrees and a professional doctorate. These programs are supported by the Offices of Graduate Studies and all offices and services in the Divisions of Academic Affairs. This division also implements the academic policies and procedures of the College. This section of the Graduate Bulletin describes these two aspects of academic life at Saint Mary's College.

DIVISION OF ACADEMIC AFFAIRS

The Provost currently heads the new virtual Office of Graduate Studies. Graduate Studies includes the Associate Director of Graduate Admissions, the Assistant Director of Marketing for Graduate Programs, and the Director of Instructional Technology and Support for Graduate Programs. This office serves the needs associated with the incoming graduate student, readying him or her for his or her status as a degree seeking student. In concert with the Provost and the Graduate Program Directors, additional offices on campus support the ongoing needs of our graduate students.

These additional offices and the individual graduate program office within which the student is accepted provide direct support for students seeking advising, ranging from registration for courses each semester and advice on success strategies to information on many opportunities for student success if needed in writing, mathematics, and career advising.

ACADEMIC OFFICES, PROGRAMS AND SERVICES

Career Crossings Office

The Career Crossings Office (CCO) offers services to graduate students through their graduate study and beyond. Information on career resources and programs is available online at saintmarys.edu/career-center, by contacting the office in 114 Spes Unica at (574) 284-4775, or by emailing cco@saintmarys.edu.

Exploring Career Options

Instrumental to the foundation of career development and growth of students, the CCO provides support and guidance in exploring career options associated with fields of interest. The CCO can provide counseling and access to:

- Career assessments including the Strong Interest Inventory, Myers-Briggs Type Indicator, and StrengthsQuest
- Informational interviewing
- "What Can I do With a Degree in...?" and alumnae career path resources
- Career Resource Center with books and resources to explore career options.

Job Searching

The CCO helps students explore career goals and strategies to meet their individual needs and maximize job search endeavors. Information and resources are available to develop networking, researching, and résumé and cover letter writing skills.

Résumé and Cover Letter Writing

Résumés and cover letters are an opportunity to provide a great first and lasting impression with potential employers. The CCO assists with developing and fine tuning job search correspondence to make a positive impact on employers. In addition, the Career Resource Center provides several print publications on writing effective résumés and cover letters that are available for browsing and checking out. Online workshops are available through the CCO website as well.

Networking and Interviewing Skills

Perhaps the most difficult to develop and master, networking and interviewing skills are critical to the success of job searches. The CCO provides one-on-one mock interviewing and counseling sessions to assist in developing interviewing skills as well as in learning the basics of networking. Throughout the year, the CCO hosts programs that allow students to utilize and develop both networking and interviewing skills.

On-Campus Recruiting Program

Employers from various industries visit the Saint Mary's campus each year to recruit for jobs and internships. Employers conduct interviews, information sessions, and information tables in which students are encouraged to participate and explore options offered by the employers. A current list of employers recruiting on campus is available in College Central Network.

College Central Network

All students and alumnae have access to the Go BELLES system, featuring numerous job and internship opportunities. Students and alumnae can review postings, apply for positions, post résumés, and more.

Alumnae Resource Network

The ARN houses contact information for over 6,800 alumnae throughout the United States and abroad working in all industries and with all types of employers. Access the ARN at <http://connect.saintmarys.edu>.

Career Resource Center

The CRC houses hundreds of publications on career-related topics. Books and resources are available for check-out from the CRC or can be browsed in the office.

The Center for Women's Intercultural Leadership

The Center for Women's Intercultural Leadership (CWIL) was established at Saint Mary's College in December 2000 with the support of a grant from the Lilly Endowment Inc. CWIL is an innovative collaboration between Saint Mary's College faculty, staff, students and local community leaders and national and global partners. CWIL advances Saint Mary's College's mission of "preparing students to make a difference in the world" by empowering women to realize their call to leadership and to develop the intercultural knowledge and competence critical in today's increasingly interdependent world. In the spirit of the College's sponsors, the Sisters of the Holy Cross, CWIL promotes human transformation and systemic change, from the local to the global context, by providing challenging justice-based educational opportunities.

The Center is organized around three core components. Intercultural Leadership empowers women to use diversity, gender, and culture as a strength in their leadership. Global Education promotes engagement with other cultures through study abroad experiences, a student club, international student services, and the internationalization of the College's curriculum. Research and Scholarship serves as an interdisciplinary think tank where scholars can contribute to an ongoing dialogue about how human cultures interact and the roles women play in today's global reality.

Disability Resource Office

Saint Mary's College will provide reasonable accommodations to qualified graduate students with disabilities who request accommodations and provide appropriate documentation.

Documentation should be provided by an appropriately credentialed professional—a physician for physical disabilities, a psychologist with training in the learning disabilities of adults and adolescents for learning disabilities, a mental health provider licensed to diagnose

psychiatric disabilities. The specific content of the documentation will vary with the nature of the student's disability, but in all cases it should include a diagnosis, justification, recommendations, and a clear rationale for the recommendations.

The student will sign a release allowing the disabilities specialist to inform his or her professors of the accommodations to which he or she is entitled, and to discuss their implementation. The student is responsible for reviewing and arranging for accommodations with the disabilities specialist and his or her professors each semester. Faculty should consult with the disabilities specialist before making any accommodations requested by students.

ACADEMIC POLICIES AND PROCEDURES

Academic Calendar

The academic year is divided into two semesters and one summer session. The fall semester begins in late August and ends before the Christmas holidays. The spring semester begins in mid-January and ends in May. The summer session begins in mid-May and continues until mid-August. There is a one-week midsemester break in the fall, spring, and summer, a short Thanksgiving and Easter recess, and a vacation of approximately a month between fall and spring semesters.

Graduate courses taught in the fall and spring semesters are typically taught for the duration of the 15-week semester. Graduate courses taught in the summer vary in length depending on the program. All courses taught in the summer are compressed to some extent. Speech Pathology are typically offers summer courses in one-month

Academic Standing

Good Academic Standing

A degree-seeking graduate student is in good academic standing if he or she: 1) meets the standards of quality of his or her academic program; 2) makes satisfactory progress toward completion of degree requirements within the established time limit; 3) meets the requirement regarding continuous registration; 4) meets the minimum required cumulative grade point average of 3.0. Individual degree programs may have policies in place for satisfactory academic progress. Students are responsible for verifying additional satisfactory progress policies as required by his or her degree program. If a student fails to satisfy the requirements of his or her degree program, the student may be dismissed from his or her program based on the academic unit's recommendation to the College.

Academic Probationary Status

A graduate student is expected to maintain a B average throughout his or her program of study (3.0/4.0 GPA). The student and his or her advisor will receive written notification of academic probationary status from the Program Director if:

- The student earns a grade lower than a B- in a course, or
- The student earns a single semester GPA lower than 3.0.

Written Communication will be directed to the student's permanent address on file with the College within one week of the entry of the grade by the course instructor. A second course grade lower than a B- may result in dismissal from the program even if the cumulative GPA is above 3.0. Students may continue on academic probation for no more than two consecutive semesters. No grades below a B- may be counted as fulfilling degree requirements; such grades will be calculated into the grade point average. Grades below B- such as a C or D grade are awarded to graduate students and are used to calculate both semester and cumulative GPA; however, they will not be accepted for completion of graduate course work. Students may be required to repeat courses to complete the degree. See individual program policies for additional detail about courses with grades below B-.

The faculty, staff, and administration of Saint Mary's College are committed to helping students achieve success in his or her graduate studies. Therefore, the GPA of each graduate student is reviewed at the end of each semester by his or her advisor to determine whether action is necessary.

Completing Degree Requirements in Academic Probationary Status

A student may complete all remaining degree requirements during a semester in which the student was in Probationary Status. If the student's cumulative GPA at the end of the semester is 3.0 or above, the student's probationary status will be elevated to Good Academic Standing. If the student's cumulative GPA is below 3.0, the student remains in Academic Probationary Status.

Academic Appeals

Grade Appeals

The instructor has the jurisdiction in determining and assigning grades at the end of the semester. The criteria for assigning grades must be stated in the course syllabus and communicated to students at the beginning of the course. Students have the right to appeal a final grade that they believe was not consistent with grading policies stated in the syllabus and/or different from those applied to other students in the same course. Before appealing, the student must meet with the instructor to discuss his or her dissatisfaction with the grade. This process must be initiated within 30 days of the start of the new semester. If the grade dispute is not settled at this level, the student and instructor will confer with the program director. If the issue is still not resolved, the student may initiate a formal grade appeal to the Provost. The appeal must be initiated within 10 working days of the decision being sent by the program director. The Provost will appoint three faculty members from across the graduate programs to serve on a Graduate Hearing Board. This Graduate Hearing Board will make a recommendation to the Provost. The Provost will notify the student of the final disposition of the appeal. The decision of the Provost is final.

Dismissal Appeals

A student has the right to appeal a dismissal from the graduate program for academic reasons other than academic dishonesty by submitting an appeal in writing to the Provost within 10 working days of the decision being sent by the program director. The appeal must include reasons the student believes s/he should be reinstated and a plan for future success. The decision on the student's status will be made by the Provost after consultation with members of the graduate program in which the student is enrolled. The Provost will notify the student of the decision. The decision of the Provost is final.

In cases of dismissal for academic misconduct, refer to the policy on Academic Integrity and Academic Honesty below.

In cases of dismissal for non-academic reasons, refer to the Code of Student Conduct.

Academic Integrity and Academic Honesty

Saint Mary's College is dedicated to intellectual inquiry and the personal and professional growth of its students. Academic integrity is foundational to the vibrant academic life and social structure of the College and represents the mutual engagement in learning between students and faculty members. Academic integrity is grounded in certain fundamental values which include truth, honesty, respect, responsibility, and fairness that form the basis for a vibrant academic culture. The highest standards of academic integrity are expected of all graduate students and faculty members in academic coursework and research activities. Activities that compromise truth gleaned through the advancement of learning and knowledge development undermine intellectual effort.

Academic integrity, in all its forms, is an explicit value of the College. Academic honesty is a form of academic integrity. Academic honesty can be best understood by the ethical standards guiding faculty in their academic work. Specifically an individual's contributions, in terms of words and scholarly findings, are attributable to the individual scholar alone; no other individuals can honestly claim another's ideas as their own. Furthermore, the integrity of scholarly knowledge rests on the accurate demonstration of the assumptions and reasoning that produced it. These standards are used as the implicit basis for teaching and learning in the College.

Responsibilities for Academic Honesty

Academic honesty consists of truth telling and truthful representations in all academic contexts. All members of the academic community have a responsibility to ensure that academic honesty is maintained.

Faculty responsibilities include:

- Upholding the College's principles of academic honesty.
- Mitigating opportunities (where reasonable) for dishonesty,
- Promulgating this policy to graduate students by placing it in the course syllabi .
- Protecting students' privacy , whether in confronting an individual suspected of dishonesty or receiving reports of dishonesty from others.
- Assigning appropriate grades to those who violate academic honesty, as stipulated in the course syllabus.
- Reporting instances of academic dishonesty to the designee of the Provost.

Student responsibilities include, but are not limited to:

- Refraining from violations of academic integrity.
- Completing individual assignments with their own work.
- Completing collaborative assignments by appropriate division of labor,
- Completing internship, clinical or practicum assignments including time of service with their own work,
- Refusing to participate in an act of academic dishonesty,
- Notifying instructors of dishonesty that is observed,

Violations of academic integrity include, but are not limited to: cheating on assignments or exams, fabrication of data, tampering, sabotaging another student's work, plagiarism, falsification of records and official documents, unauthorized access to computerized academic or administrative records or systems, and aiding and/or facilitating any such activities. It is assumed that all work submitted by a student represents the student's own ideas and work. Verbatim copying, paraphrasing, adapting or summarizing the work of another, regardless of the source – whether books, journals, periodicals, websites, or other forms of media- must be properly cited. Any representation of the work of another that is not properly referenced is considered to be plagiarism. Ignorance of what constitutes plagiarism is not a defense to an allegation of a violation of the academic integrity policy. Any act that involves misrepresentation regarding the student's academic work or that abridges the rights of other students to fair academic competition is unacceptable.

Any context in which students neglect or actively decline to be fully honest in academic work is academic dishonesty. Similarly, failure to report observations of academic dishonesty is considered to constitute a violation of academic integrity. The medium in which full honesty is ignored – whether electronic, print or verbal (e.g., verbally claiming responsibility for another person's academic work) – is immaterial. Neither is it important whether the academic work in question is required for a course or optional, a quiz or a test, a term paper or an in-class essay, graded or ungraded, etc. Neither does it matter whether the student benefits directly or at all from the dishonesty.

Professional Standards

Individual graduate programs at Saint Mary's College may have additional, discipline-specific ethical guidelines as appropriate to the program. Please see the relevant Program's policies.

Add/Drop

Full semester courses offered in the fall or spring semester may be added until the end of the first week of class. Courses meeting less than 16 weeks, including all summer courses, must be added no later than the first day of class. Courses may be dropped following the same schedule as the course add deadlines.

Assignment of Credit Hours

Saint Mary's College operates under a semester credit hour system and defines credit hours based on the Carnegie unit. Each semester hour of credit represents 50 minutes per week of lecture or recitation (15 weeks) and 2 to 3 hours of time spent in independent preparation (readings, papers, etc.). The length of a laboratory or clinical period depends upon the requirement of the course. Normally, one semester hour of credit is awarded for satisfactory work in one hour of class work per week for a semester. One semester hour of credit is awarded for satisfactory work in two or three hours of laboratory work per week for a semester.

The assignment of credit policy applies equally to courses offered for less than 15 weeks, such as summer session courses. Such courses contain an equal or greater number of hours of direct instruction and independent preparation as the same course offered in the standard 15-week semester.

The assignment of credit policy applies equally to courses delivered through all modes of instruction including online courses. A course taught online must first be reviewed and approved by the Teaching Learning Technology Roundtable. An online course is approved only once it has been determined that the course covers the same content and achieves the same outcomes as the same course taught on-campus.

Attendance

A student is expected to attend every meeting of a class for which he or she is registered. The responsibility for attendance rests with the student. Excused absences may be granted to students who must miss class for serious and documentable reasons of personal health, family concerns (emergency or important event in student's family).

Auditing a Course

A graduate student may elect to take a graduate or undergraduate course on an audit basis with the approval of the instructor and so long as space is available. Auditors are not permitted in laboratory courses, practicum, internship, or clinical experiences. No credit will be given for the course. Audited courses will be indicated on the student's transcript with a grade of V. Courses taken for audit do not apply toward any academic degree and do not count as a part of a student's full-time or part-time course load for purposes of financial aid or for loan deferments. Full time graduate students may audit free of charge. All part time graduate students will be charged full tuition for each course audited. Tuition for an audited course is the same as a credit course. A student wishing to declare an audit must do so in accordance with the Registrar's posted academic calendar.

Completion of the Master's Degree

For all master's degrees, a minimum of 30 credits is required. Consult individual master's degree programs for the precise requirements as some programs require more than 30 hours. Only courses at the 500-level or above are included in the master's degree program. A degree is not conferred for a mere collection of credits. A significant culminating or "capstone" experience or other mechanism to demonstrate evidence of analytical ability and synthesis

of material is required. The specific form of the culminating experience is determined by the degree program and includes, but is not limited to, one or more of the following:

- written thesis, essay, or paper.
- project report
- internship
- exhibition
- production
- comprehensive examination
- capstone course

Students are expected to know the requirements of their program's culminating experiences. Failure to satisfy the program requirements will result in forfeiture of degree eligibility.

Completion of the Practice Doctorate (DNP)

The DNP is a terminal degree in nursing and, as a clinical doctorate, emphasizes expert clinical practice. To qualify for the DNP degree, all students must successfully complete the required course work in their program of study:

- **Post BSN to DNP:** Requires a minimum of 77 credits and a minimum of 1,000 supervised practicum hours and should be completed in 12 semesters.
- **Post MSN to DNP:** Requires a minimum of 35 credits in-residence and a minimum of 1,000 supervised clinical hours and should be completed in six (6) semesters. All post MSN students must submit verification of the number of supervised clinical practicum hours in their advanced practice educational programs (MSN). Students are responsible for obtaining this documentation from the school in which the program was completed and submitting it during the first semester of the DNP program. Faculty advisers and the program director use this documentation to determine how many hours of practicum the student will need in the plan of study for the post-masters DNP degree in order to meet the 1,000 practicum hour requirement and includes the DNP Clinical Residency requirement for all students.
- **All DNP students** must complete a faculty-guided scholarly experience completed in the final semesters of the student's doctoral program (see individual program curriculum plans). This culminating experience provides evidence of the student's critical thinking and ability to translate evidence into practice through problem identification, proposal development, implementation, and evaluation. The DNP Innovation project encompasses the synthesis of coursework and practice application and results in a deliverable product that is reviewed and evaluated by a faculty advisor and a scholarly project committee.
- The DNP **final project** consists of:
 - a scholarly comprehensive paper
 - a public oral defense presentation
 - the submission of an abstract for presentation at a state or national meeting.

Failure to satisfy the program requirements will result in forfeiture of degree eligibility. In rare circumstances, and where a leave of absence is not appropriate, a student may petition the graduate program director and the Provost for one additional semester to complete the requirements for completion of the DNP program.

Continuous Enrollment

Once admitted to a graduate degree program, graduate students must be registered for a minimum of one credit hour (not audit) or a zero credit hour "continuous enrollment" course during all phases of their graduate education. All students, including those who have completed all coursework, must register each semester until all degree requirements are met. Students are responsible for completing the registration process each semester. A student who does not maintain continuous enrollment must communicate with the director of the relevant graduate program prior to applying for reinstatement.

Those students who have completed all coursework and are writing a master's thesis or preparing for a comprehensive exam should register for the corresponding course in their department of study for the purpose of continuing enrollment. Courses with grades of "V" (audit) are not considered valid registration for continuous enrollment purposes; students completing work for a course in which they received an "X" (incomplete) must maintain continuous enrollment in the following semester while completing all incomplete courses.

A student who does not meet the continuous enrollment requirement unless they have received an approved leave of absence, is considered inactive and not in good academic standing. Continuous enrollment may continue until the student's length of continuous enrollment reaches the Maximum Time to Degree as determined in the policies of the program into which the student matriculated. If degree requirements are not completely met by the Maximum Time to Degree, the student is considered inactive. (See Leave of Absence policy.)

Inactive Status

Students who do not maintain continuous enrollment are considered inactive. Please see the Reinstatement policy for more details.

Course Numbering

Courses appearing in this *Bulletin* are numbered according to the following guidelines:

- 400 level courses are assumed to be primarily for undergraduates. If the course material is described as sufficiently advanced, graduate credit may be granted upon approval of the Graduate Program Committee. Requests for graduate credit for 400 level courses must provide information to verify that the course material is at the graduate level for all students or that graduate students are required to do additional work beyond the level required of undergraduates in the course.
- 500 level courses are assumed to be primarily for first-year graduate students; senior majors or other students may also take them or others by special permission. These students are limited to six credit hours of graduate work.
- 600 level courses are assumed to be for master's and doctoral students. Only rarely are exceptional undergraduate students allowed to take these courses and they are limited to six credit hours of graduate work.
- 700 level courses are assumed to be for master's and doctoral students.
- 800 and 900 level courses are assumed to be primarily for doctoral work, beyond the master's level.

Degree Requirements

All students will follow the policies for program completion, GPA requirement, and maximum time to degree established by the individual graduate programs at Saint Mary's College. Students are required to earn at least a B- in each graduate course in order for the course to count toward degree completion; some programs may have more rigorous grade requirements. Individual programs may also require a capstone experience, comprehensive examination, clinical practicum, oral defense, or field experience. Please see specific programs' sections of the Graduate Bulletin for individual program requirements.

Dismissal from the Program

Saint Mary's College reserves the right to dismiss a student from a graduate program when the student's poor academic performance or conduct warrants such action.

Poor Academic Performance

Poor academic performance may be demonstrated by remaining in probationary status for more than two academic terms (see Academic Standing policy). Failure to make satisfactory progress toward program completion may also be considered poor academic performance (see Completion of the Master's Degree policy and the Completion of the

Practice Doctorate (DNP) policy). Individual programs may define additional criteria for poor academic performance. Please review the policies of the relevant graduate program. The Provost will review extreme cases of poor performance (such as a single semester GPA of 2.3 or below) to determine the student's eligibility to continue.

Misconduct

All students enrolled at Saint Mary's College are expected to adhere to all College policies and procedures as defined by our Community Standards and Code of Student Conduct (to be modified to include graduate students). Students are also expected to avoid academic misconduct (see Academic Honesty policy), research misconduct, and other fraudulent, unprofessional, or unethical behaviors as defined in the policies of the relevant graduate program.

Notification and Appeal

Students will be notified in writing within 10 business days of the decision for dismissal. Students who have been dismissed have a right to appeal and are advised to consult the appeal process below.

Appeal Process

A student may complete all remaining degree requirements during a semester in which the student was in Probationary Status. If the student's cumulative GPA at the end of the semester is 3.0 or above, the student's probationary status will be elevated to Good Academic Standing. If the student's cumulative GPA is below 3.0, the student remains in Academic Probationary Status.

Enrollment

All degree seeking graduate students must register each semester during the dates and times posted by the College Registrar. Any admitted student who fails to maintain continuous enrollment (see the Continuous Enrollment policy) must apply for reinstatement to the College's Provost, who will review the student's case with the Graduate Program Director of the relevant program. Students should consult their programs' policies for additional requirements regarding full-time enrollment status.

The College defines *full-time*, *half-time*, and *less-than-half-time* in the following manner:

	Fall/Spring	Summer
Full-time status	8 credit hours	6 credit hours
Half-time status	4 to 7.5 credit hours	3 to 5.5 credit hours
Less-than-half-time status	3.5 or fewer credit hours	2.5 or fewer credit hours

Please see program policies for additional enrollment requirements for individual programs.

Grade Point Average (GPA)

A grade point average is determined by dividing the total grade points earned by the number of graded semester hours of the coursework taken. The quality points for a particular course are found by multiplying the grade points assigned to the letter grade by the number of semester hours of the course. (See also: Grade Scale.)

Saint Mary's computes a semester GPA and a cumulative GPA for all graded courses taken. The GPA does not include the grades of courses transferred from another college; however, it does include courses taken through the Notre Dame Co-Exchange, N.I.C.E., or Saint Mary's international programs. The student's official GPA is maintained in the registrar's office and is truncated at two decimal places on the academic transcript.

Grade Reports

Students may view final grades via PRISM on the Saint Mary’s website. At the end of each semester a student will be mailed a grade report only upon request. If a student has not met all financial obligations to the College the grade report is withheld, and PRISM access denied.

Grade Scale

At the end of each semester the student receives a final grade in each course based upon the instructor’s evaluation of course requirements. The following grades are used in calculating the GPA:

Letter Grade	Grade Points per semester hour
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
F	0.00

Grades not included in calculating the GPA:

H/S/U	honors/satisfactory/unsatisfactory
NR	no grade reported
P	pass (course taken on pass/fail basis)
V	successful audit
W	withdrew with permission
X	incomplete

Grades of C- or D may be awarded in courses in the graduate programs and are used to calculate both semester and cumulative GPA; however, they will not be accepted for completion of graduate coursework. If a student receives lower than a grade of C in a required course, he or she must either retake the same course or its equivalent as determined by the program to fulfill the degree requirement.

Graduation Petition

Petitioning for Graduation: A graduate student planning to participate in the commencement ceremony held in May must file a degree petition with the Office of the Registrar. This includes Degree Candidates described in the following paragraph. This petition must be approved by the Program Director of the department.

Degree Candidates: Some graduate programs require students to complete coursework during the summer following the commencement ceremony. If a student plans to complete all degree requirements during the summer following the commencement ceremony, permission may be requested from the Office of the Registrar to take part in commencement exercises as a “degree candidate.” “Degree candidates” do not receive a diploma and are not graduates of Saint Mary’s College until the end of the semester in which all degree requirements have been completed.

Incomplete Grade

All work for credit is expected to be completed within the term it is attempted including independent studies. This expectation of students should also guide faculty members who teach graduate courses. That is, faculty are obligated to evaluate and grade graduate work by the end of the term in which the course is offered.

An incomplete grade (X) should only be given when an emergency or other legitimate reason prevents a student, who has been passing the course, from completing some critical portion of the required work. An incomplete grade is not automatic and must be negotiated with the course instructor prior to the final exam week. If an incomplete is granted by the instructor, the student is generally expected to complete the course requirements within 30 days after the beginning of the next term. If no change has been made by the approved due date, the grade will convert to a grade of F. Extensions for incompletes beyond 30 days require formal approval from the Graduate Program Director.

Leave of Absence Policy

A leave of absence (LOA) is a period of time during which a student remains in the intended graduate program but is inactive. Students do not take courses at Saint Mary's College during a leave of absence or engage in academic or practicum activities that are part of their program of study.

Whenever possible, students must request a LOA in advance of the leave from the Director of Graduate Studies at Saint Mary's College. A LOA will only be granted under extraordinary circumstances including but not limited to such events as prolonged illness, serious injury, family circumstances, relocation, change in employment status, etc.

A request for an LOA must be made in writing and should include the length of time desired for the LOA, the reason for the leave request, and a defined plan to return to the program after the LOA is complete.

Without prior approval from the graduate program director, transfer credits will not be granted for courses taken elsewhere during a leave of absence.

Students who do not qualify for or are not granted a LOA may transition to inactive status (See policy on Continuous Enrollment and Academic Standing: Inactive Academic Status). Inactive status does not require formal approval but does count against the maximum time to graduation.

Pass/Fail Option

Graduate students cannot elect a Pass/Fail grading option for graduate courses. Graduate students may elect a Pass/Fail grading option for undergraduate courses. See the "Pass/Fail Option" in the Undergraduate *Bulletin*.

Permanent Record and Transcript

A student's permanent academic record is maintained in the Registrar's Office. Official transcripts of the permanent record are available to each student or alumna. Requests for transcripts must be submitted in writing to the registrar or through the secure area within PRISM. Transcripts will not be issued to students or alumnae who have not met their financial obligations to the College.

Proctored Exams for Online Courses

Note: Students are responsible for fees that any of the options below may incur.

In-person proctoring

Exams are given online through Blackboard. A proctor must be arranged in advance. A student needs to present or email a potential proctor a letter detailing proctoring duties as provided by the course instructor. The course instructor needs an email from the

proctor from their official (e.g. employer-provided) email address briefly explaining who they are and how they know the student.

- Find your own proctor meeting the requirements below:
 - not a family member
 - not a close friend
 - in a position of authority, for example:
 - o professor
 - o teacher
 - o librarian
 - o police officer
 - o coach
 - o clergy (priest, pastor, nun, rabbi, etc. of a generally recognized faith)
 - o military officer (not your direct superior)
 - o manager (not your direct supervisor)
 - o some other trustworthy individual with no conflict of interest.

- Find a test center through **National College Testing Association**

This website contains information on participants both inside and outside the United States: www.ncta-testing.org/cctc/find.php, including test center location, service availability students from other institutions, hours of operation, testing fees, etc.

Online proctoring

- **Proctor U:** live online proctoring—www.proctoru.com/howitworks.php
- **Remote Proctor Now:** on demand proctoring—www.softwaresecure.com/product/remote-proctor-now/

Registration

Graduate students register for courses through PRISM, the online registration system for Saint Mary's College. Registration dates are published on the graduate program academic calendar. No student shall attend any class unless he or she is registered for the class. Credit will not be awarded to a student who is not officially registered.

Reinstatement

A student who does not maintain continuous enrollment must request reinstatement into the graduate program in which they were matriculated. Any student who wishes to apply for reinstatement into his or her program of study may do so with permission from the Graduate Program Director of the relevant program and the Director of Graduate Studies.

A readmission application must be submitted to the Graduate Programs office. It must be accompanied by transcripts of any academic work pursued by the student while not at Saint Mary's College. The program may require the student to complete additional work if the length of the student's inactivity from the program merits it.

Students who may be reinstated to a graduate program are reinstated with Probationary Academic standing.

Repeating a Course

A graduate student may retake any course at Saint Mary's College; however, all grades are a part of the student's permanent academic record and remain on the student's transcript as well as in all GPA calculations. If a course is repeated, credit will be awarded only on the most recent attempt.

Research Conduct

Research involving human subjects must meet the guidelines of the Saint Mary's College Institutional Review Board. The student must consult his or her advisor to assure these guidelines are followed <https://www.saintmarys.edu/institutional-review-board>. The student

may not use the name of Saint Mary's College in connection with personal research without the sponsorship of a member of the student's program faculty. This permission is freely and generously given, but the College insists upon its right to determine the context in which its name is used.

Transfer Credit

Pre-Admission Graduate Credits: A program may accept graduate coursework completed at another accredited college or university toward meeting its degree requirements. Official transcripts must be submitted to Graduate Admission from the records office where the credits were earned. A student may transfer graduate credits earned at another accredited college or university only if all of the following requirements are satisfied.

- The student has graduate degree-seeking status at Saint Mary's College.
- The courses taken were graduate courses that are appropriate for their graduate program at Saint Mary's College.
- Grades of B (3.0/4.0 scale) or better were achieved.
- The courses to be transferred were completed within a five-year period prior to admission to a graduate program at Saint Mary's College.
- The transfer is approved by the Graduate Program Director of the student's intended program.

Typically, no more than six semester graduate credit hours may be transferred into a Saint Mary's College graduate program. Additional graduate credit hours may be transferred by students who already have an earned graduate degree.

Grades for accepted transfer courses are not included in the student's Saint Mary's GPA.

Certain types of graduate credits are not accepted for transfer to Saint Mary's College graduate programs. In particular, graduate programs do not accept credit awarded

- for life experience;
- for courses taken at non-collegiate institutions (e.g., government agencies, corporations, and industrial firms); or
- by post-secondary institutions that lack candidate status or accreditation by a regional accrediting association, or some equivalent international accreditation.

All transfer credit is subject to review and approval, at outlined above.

Pre-Admission Graduate Credits Earned by Saint Mary's Undergraduate Students:

Saint Mary's graduate courses completed while a student is an undergraduate at Saint Mary's may be accepted into a graduate program. The following requirements need to be satisfied:

- The student has graduate degree-seeking status at Saint Mary's College.
- The courses taken were graduate courses that are appropriate for their graduate program at Saint Mary's College.
- Grades of B (3.0/4.0 scale) or better were achieved.
- The courses to be transferred were completed within a five-year period prior to admission to a graduate program at Saint Mary's College.
- The transfer is approved by the Graduate Program Director of the student's intended program.

No more than six semester graduate credit hours may be transferred into a Saint Mary's College graduate program.

Grades for accepted transfer courses are included in the student's Saint Mary's GPA.

**Withdrawal from a Course**

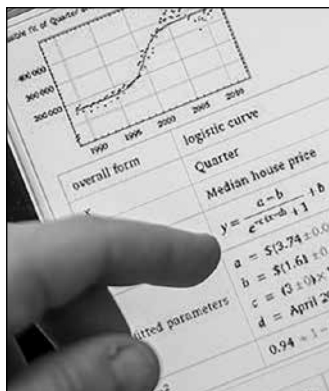
After consultation with the instructor and the graduate program director, a student may withdraw from a course after the add/drop deadline and until the last day of class as stated in the course syllabus. If the student is passing the course at the time of withdrawal, the grade of “W” is recorded on the student’s transcript for that course. A grade of “F” is recorded for a withdrawn course in which the student is failing.

Withdrawal from the Program

A student wishing to withdraw from a program is required to notify the Office of Graduate Studies and the program director. The date of official written notification will determine the official date of withdrawal. If a student withdraws from the program between the first day of class and the end of the drop period, he or she will be dropped from all classes and a notation of enrollment and a withdrawal entry is made on his or her permanent record. If a student withdraws from the program after the official drop period, he or she will receive grades of “W” or “F” from his or her instructors depending on progress to date.

Data Science

Kristin Kuter, Program Director
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FACULTY

S. Broad, C. Hoover, K. Kuter, E. Misiolek, J. Snow,
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PROGRAM DESCRIPTION

A Data Scientist is a professional who combines many types of technical and industry competencies to turn data which is very often idiosyncratic and ambiguous into actionable intelligence in a business environment. The skills needed to make this transformation draw from mathematics, statistics, computer science, business, and the ability to communicate technical information to people with a range of technical competence. The Master of Science in Data Science is a concise program designed to rapidly bring students to the point of functioning in the role of a data scientist and then, building on the initial growth, to develop expertise with their data science skills.

The program in Data Science has several components. It requires coursework (usually over a two-year period) in mathematics, statistics, and computer science that support the program outcomes. These include courses such as applied statistics, applied linear algebra, computer programming, databases, and systems analysis. It also requires coursework related to using core knowledge and skills in a business environment such as professional writing, research methods and project management. The program is centered around core data science coursework including an introduction to data science and applied data analytics. The program includes a project (usually completed during the summer term) that serves to practically apply students' data science knowledge in a business setting, providing a substantive professional context for the skills that they learn. An optional aspect of this degree is to provide students with hands-on experience in entrepreneurial matters (such as creating a business plan, developing potential clients, creating marketing materials, etc.) so that they might set up their own business enterprise.

LEARNING OUTCOMES

The Master of Science in Data Science program is committed to providing graduates with the range and depth of expertise to be leaders in data driven industries. Students who successfully complete the program will be challenged to demonstrate high levels of mathematical, analytical, technical, and occupational skill and knowledge. As such, these are the core outcomes of the program:

- The graduate analyzes very large, complex data sets in the context of real-world business problems.
- The graduate applies and fine-tunes computing resources for data analysis, including programming and industry-standard tool use.
- The graduate develops and implements data analysis strategies based on theoretical principles, ethical considerations, and detailed knowledge of the underlying data.
- The graduate generates actionable intelligence for decision-making.

- The graduate clearly and professionally communicates nuanced analysis results to a diverse, varying technical audience.
- The graduate rigorously applies mathematical principles to the analysis of data.
- The graduate evaluates, implements, and assesses the implementation of technology solutions for data analysis.
- The graduate plans, directs, and evaluates the status of complex projects.

PREREQUISITES AND CORE COMPETENCIES

The most competitive candidates will satisfy the prerequisites and core competencies as follows:

- A quantitative undergraduate major (examples include but are not limited to mathematics, the sciences, social sciences, and business with a quantitative emphasis) or a career in a technical or quantitative area.
- Two semesters of calculus.
- Familiarity with statistics.
- Familiarity with linear algebra.
- Familiarity with or experience in computer programming.

Candidates who meet some but not all of the prerequisites and core competencies are encouraged to apply and will be considered conditionally. The Department can identify opportunities for those candidates to gain familiarity in the relevant area(s).

APPLICATION REQUIREMENTS

- A bachelor's degree from a regionally accredited school, or the international equivalent
- Candidates should possess familiarity with core competencies which may be demonstrated by education or experience:
 - **Education:** bachelor's degree in mathematics, business, computer science, information systems, the sciences, health science, quantitative social science or related field; the most competitive candidates will have at least a 3.0 cumulative GPA in undergraduate coursework.
 - **Experience:** relevant work experience in a technical or quantitative area.
- Submission of a completed application and \$50 application fee.
- Official transcripts from your degree-granting institutions.
- GRE, GMAT, or LSAT test scores (not required for those who have completed a master's degree).
- Current résumé or Curriculum Vitae.
- One letter of recommendation from academic and/or other professionals (three recommended).
- Substantive personal essay statement that describes how the experiences in your life make you ideally suited to become a data scientist.
- English language proficiency if your education was in a language other than English (to be shown through results from the TOEFL, IELTS, or completion of the appropriate level in the Saint Mary's College English Language School).

Applications open in mid-October for entry into the program the following fall. The application deadline is rolling, and applications will be accepted as long as seats are available in the entering class. You must complete the application form, submit the fee, and provide

all supporting documents for your application to be considered. Letters of recommendation can be submitted along with the application or mailed directly to Saint Mary's College. Transcripts must be sent directly to Saint Mary's College and cannot be included directly in your application.

PROGRAM IN DATA SCIENCE

Master of Science in Data Science (36 hours)

All of the following (24 hours):

CPSC 507	Computer Programming	3 hours
CPSC 529	Database Systems	3 hours
DSCI 501	Data Mining	3 hours
DSCI 502	Data Mining at Scale	3 hours
DSCI 511	Data Exploration and Visualization	3 hours
MATH 527	Applied Linear Algebra	3 hours
MATH 546	Applied Statistics I	3 hours
MATH 547	Applied Statistics II	3 hours

Two of the following (6 hours):

BUAD 546	Project Management	3 hours
DSCI 525	Research Methods	3 hours
ENWR 517	Professional and Technical Writing	3 hours

Additional courses including at least 2 credits of DSCI 599 (6 hours):

DSCI 595	Thesis	1–3 hours
DSCI 599	Practicum	1–6 hours

DATA SCIENCE COURSE DESCRIPTIONS

In addition to these credit bearing courses, the student will be given the opportunity to take an online non-credit course in entrepreneurship.

BUAD 546 Project Management (3)

The course develops the competencies and skills for planning and controlling projects and understanding interpersonal issues that drive successful project outcomes. Focusing on the introduction of new products and processes, it examines the project management life cycle, defining project parameters, matrix management challenges, effective project management tools and techniques, and the role of a project manager.

CPSC 507 Computer Programming (3)

A problem-solving approach to learning computer programming. Topics include variables, data types, conditional statements, loops, arrays, recursion, principles of software engineering, object-oriented programming, data structures, algorithms, and the use of standard libraries available in a variety of programming languages. The course will use commercially common programming languages and integrated development environments (IDEs).

CPSC 529 Database Systems (3)

Basic concepts of databases. Topics include conceptual data modeling, database design and normalization, and database implementation. Use of SQL for data definition, manipulation, and query processing. While primary emphasis will be on the relational model and traditional RDBMS, discussion will also include a survey of techniques for handling non-relational data models, massive datasets, and unstructured data, including data warehousing, in-memory databases, NewSQL, NoSQL, and Hadoop.

DSCI 501 Data Mining (3)

This course is about mining knowledge from data in order to gain useful insights and predictions. From theory to practice, the course investigates all stages of the knowledge discovery process, which includes: data understanding for rapid evaluation of data of interest; data preprocessing in order to get an informative, manageable dataset; exploratory data analysis to generate hypotheses and intuition about the data; prediction and discovery through regression, classification, clustering, association analysis, and anomaly detection; and interpretation of results through visualization and careful evaluation.

DSCI 502 Data Mining at Scale (3)

A second semester of data mining, focusing on applications of data mining techniques to large scale data sources. This course also focuses on developing production quality data and understanding issues of data quality. Prerequisite: DSCI 501.

DSCI 511 Data Exploration and Visualization (3)

This course is an introduction to data preprocessing (including denoising), analysis and visualization. It focuses on the techniques necessary to clean the raw data, including tools needed in order to separate big data into manageable components, to design and perform analysis of the preprocessed data, and to provide a clear representation of data using visualization techniques. This course introduces data management and visualization tools, methods, and techniques that increase the understanding of complex data. Data management topics cover types of data and data sets, data quality, and data exploration and preprocessing.

Data management topics covered include querying structured and unstructured data stores and then preprocessing query results. Data visualization topics covered include design principles, perception, color, statistical graphs, maps, trees and networks, high-dimensional data, data visualization tools and other topics as appropriate.

DSCI 525 Research Methods (3)

An introduction to basic scientific and statistical research methods when dealing with measurements of human and corporate activity. Students read and evaluate current research and translate their ideas into viable research projects. Topics include scholarly writing and presentation, descriptive research methods, quasi-experimental and experimental design, ethical issues, and analytical methods.

DSCI 595 Thesis (1–3)

Thesis credit may be earned for significant work toward the writing of a master's thesis. This thesis may be used to fulfill the culminating project requirement.

DSCI 599 Practicum (1–6)

The practicum is an opportunity to directly experience the work of a data scientist or data analytics professional. It consists of project based learning on a significant and contributory business objective in conjunction with practicing professionals in one of many appropriate industries. (Repeatable for up to a total of 6 credits.).

ENWR 517 Professional and Technical Writing (3)

An applied course in professional and technical writing aimed at supporting the writing skills needed by professional persons in commercial settings. Topics include writing proposals, journal articles, business reports and technical publications. Learn document design and production principles, computerized interactive documentation, desktop publishing and the publication-to-print process.

MATH 527 Applied Linear Algebra (3)

An application focused approach to linear algebra in a variety of fields. Topics include matrices, Gaussian elimination, vector spaces, determinants, inner products, orthogonality, least squares solution, eigenvalue problems, Gram-Schmidt process, matrix decomposition/factorization, Jordan canonical forms, methods of dimension reduction such as singular value decomposition or principal component analysis, quadratic forms, pseudo-inverses, Markov processes, data/image processing, and other advanced topics pertinent to data analysis.

MATH 546 Applied Statistics I (3)

An introduction to the foundations and applications of statistics. Topics include basic concepts of data collection, sampling, and experimental design; descriptive analysis and graphical displays of data; probability concepts and expectations; normal and binomial distributions; sampling distributions and the Central Limit Theorem; confidence intervals and hypothesis testing; likelihood-based statistics; ANOVA; correlation and simple linear regression.

MATH 547 Applied Statistics II (3)

An application focused approach to regression analysis and related techniques. Topics include simple and multiple linear regression; weighted and generalized least squares estimators; polynomial regression, exponential regression; model selection; categorical variables and ANOVA; logistic regression; principal component analysis; time series analysis; other applications of statistics as relevant. Prerequisite: MATH 546.



Doctor of Nursing Practice

Linda Paskiewicz, Program Director
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574-284-4680

FACULTY

T. Anderson, P. Keresztes, K. Kuter, J. Mwose,
G. Osunnuga, L. Paskiewicz, A. Peacock-Johnson,

PROGRAM DESCRIPTION

The curriculum in the Saint Mary's Doctorate of Nursing Practice (DNP) program will elevate your expertise in professional nursing practice and leadership. Courses on social entrepreneurship, data analytics, management, and communication will support your development as an innovator and leader in health care. The curriculum is designed to support skill attainment.

The Department offers two tracks to the Doctorate of Nursing Practice. The first is a Post-BSN to DNP program designed to support role attainment of the new graduate as a professional nurse while welcoming the experience bachelor's prepared nurse. This program is 4 years in length (12 semesters, including summer). At the conclusion, graduates will be eligible to take the national certification program as a Family Nurse Practitioner. The second program is designed for the Master's prepared advanced practice nurse (APRN) who already holds national certification as an APRN and wants to move forward to the Doctorate of Nursing Practice. This program is 6 semesters in length.

Graduate nursing students are required to adhere to all policies and procedures of the college graduate program as well as those in the Department level graduate student handbook.

Post-BSN to DNP

Whether you have just earned your degree, are in the early stages of your career, or have been practicing for years, you know you want to be an agent of change in the healthcare profession. You want to push the boundaries of innovation in your field. You can learn how to do that at Saint Mary's College. You will not only learn the skills and knowledge needed to become a certified family nurse practitioner but also take courses that challenge you at another level to direct the future of your profession. Through a variety of classes on topics ranging from health care, to analytics, to management, to communication, you will have the qualities needed to elevate your career to the top of your field.

Post-MSN to DNP

You know how to do your job. You provide quality patient care, and you do it well. But that's not enough anymore. You want to know how to do it better, to provide an even higher level of expertise that you know your patients deserve—to provide change-driven leadership in your workplace that will move forward the future of your profession. This program's coursework will help you build on your master's degree skills and develop them in new and better ways to give you an extra edge in your career. Upon graduation, you will have the skills you need to direct your workplace operations and your profession.

PROGRAM OUTCOMES

- Synthesize and apply scientific evidence for the development and testing of clinical interventions for advanced nursing practice.
- Demonstrate innovative leadership, communication, and collaboration skills within intra-professional and inter-professional teams to create change in health care and complex health care delivery systems.
- Provide advanced evidence-based clinical care management within a collaborative, cultural context for individuals, families and/or populations.
- Demonstrate leadership in the use of current and emerging health and data analytic technologies to evaluate and improve outcomes in health care delivery and organizational systems.
- Advocate for social justice, equity, and ethical policies in health systems, population health initiatives and evidence-based health policy initiatives through collaboration with other health professionals and stakeholders.
- Use business and entrepreneurial strategies for meaningful quality improvement and efficient use of resources within health care environments.

PREREQUISITES

Post-BSN to DNP

- BSN from a nationally accredited (NLN or CCNE) college or university.
- A recent Statistics course.

Post-MSN to DNP

- MSN from a nationally accredited (NLN or CCNE) college or university.
- Certification as a APRN (NP, PNP, CNM, CRNA).
- Statistics course work.

APPLICATION REQUIREMENTS

Post-BSN to DNP

- A BSN degree from a nationally accredited (NLN or CCNE) college or university.
- The most competitive candidates will have maintained at least a 3.0 cumulative GPA in undergraduate coursework.
- Submission of a completed NursingCAS application.
- Official transcripts from all previously attended institutions.
- Unencumbered license or eligibility for RN licensure in the State where clinical course work hours will be completed.
- Substantive personal essay statement that reflects on the family nurse practitioner role and the DNP role.
- Three letters of recommendations from professionals who should be able to address your ability for advanced nursing practice and doctoral study. At least one recommendation should come from an academic professional.
- A current résumé or Curriculum Vitae.
- Personal interview(s) with faculty (if selected for one; teleconferencing options available).

Post-MSN to DNP

- A MSN degree from a nationally accredited (NLN or CCNE) college or university.
- The most competitive candidates will have maintained at least a 3.0 cumulative GPA in graduate coursework.
- Submission of a completed NursingCAS application.
- Official transcripts from all previously attended institutions.
- Advanced practice national certification for MS-DNP pathway (current nurse practitioners only).
- Unencumbered license or eligibility for RN licensure in the State where clinical course work hours will be completed.
- Substantive personal essay statement that reflects on the family nurse practitioner role and the DNP role.
- Three letters of recommendations from professionals who should be able to address your ability for advanced nursing practice and doctoral study. At least one recommendation should come from an academic professional.
- A current résumé or Curriculum Vitae.
- Personal interview(s) with faculty (if selected for one; teleconferencing options available).

Applications for the fall term open in mid-October. Saint Mary's College uses the Centralized Application Service for Nursing Programs (NursingCAS) application system. You must complete the application form, submit the application fee for NursingCAS (no additional fee is collected by Saint Mary's), and provide all supporting documents through the NursingCAS application system. The application deadline is July 1.

PROGRAM IN NURSING PRACTICE

Doctor of Nursing Practice (Post-BSN to DNP) (77 hours)

All of the following:

NURS 600	Communication and relationship centered leadership	3 hours
NURS 602	Philosophical and ethical foundations for the advanced nursing practice role	3 hours
NURS 604	Evidence-based practice I: evidence synthesis for practice	3 hours
NURS 610	Healthcare policy and advocacy	3 hours
NURS 612	Social entrepreneurship and the business of health care	3 hours
NURS 620	Human population ecology	3 hours
NURS 622	Statistics for health and biological sciences	3 hours
NURS 624	Evidence-based practice 2: translation of evidence for practice	3 hours
NURS 633	Health promotion for population health	3 hours
NURS 644	Advanced physiology & pathophysiology	4 hours
NURS 651	Advanced pharmacology	4 hours
NURS 670	Data analytics and outcomes improvement	3 hours
NURS 682	X-ray interpretation and suturing for primary care	1 hour
NURS 688	Advanced health assessment and diagnostic reasoning	3 hours
NURS 701	DNP practice innovation I	1 hour
NURS 702	DNP practice innovation II	1 hour
NURS 703	DNP practice innovation III	2 hours
NURS 704	DNP practice innovation IV	1 hour
NURS 705	DNP practice innovation V	1 hour
NURS 706	DNP practice innovation VI	2 hours
NURS 710	Advanced clinical studies: primary care and health promotion for reproductive health	5 hours
NURS 718	Resource and practice management	3 hours

NURS 722	Advanced clinical studies: primary care and health promotion for adults	5 hours
NURS 724	Advanced clinical studies: population-based mental health care across the lifespan	2 hours
NURS 725	Quality effectiveness and safety in organizational systems	3 hours
NURS 730	Advanced clinical studies: primary care and health promotion for children and adolescents	5 hours
NURS 770	Clinical residency in primary care of families	4 hours

Doctor of Nursing Practice (Post-MSN to DNP) (35 hours)

All of the following:

NURS 600	Communication and relationship centered leadership	3 hours
NURS 604	Evidence-based practice I: evidence synthesis for practice	3 hours
NURS 610	Healthcare policy and advocacy	3 hours
NURS 612	Social entrepreneurship, leadership and the business of health care	3 hours
NURS 622	Statistics for health and biological sciences	3 hours
NURS 624	Evidence-based practice 2: translation of evidence for practice	3 hours
NURS 670	Data analytics and outcomes improvement	3 hours
NURS 701	DNP practice innovation I	1 hour
NURS 702	DNP practice innovation II	1 hour
NURS 703	DNP practice innovation III	2 hours
NURS 704	704 DNP practice innovation IV	1 hour
NURS 705	DNP practice innovation V	1 hour
NURS 706	DNP practice innovation VI	2 hours
NURS 718	Resource and practice management	3 hours
NURS 725	Quality effectiveness and safety in organizational systems	3 hours

NURSING PRACTICE COURSES

NURS 600 Communication and Relationship Centered Leadership (3)

This course examines essential components of communication, leadership theories, and the population ecology of organizations that impact interprofessional collaboration and the delivery of safe, relationship centered care by the advanced practice nurse. Students will examine their development of interpersonal skills and effective leadership styles through role preparation and exploration of change strategies in organizational systems. Family theory, human diversity, and health care literacy levels are used to give emphasis to the importance of oral and written communication skills used by the DNP to plan and evaluate safe care outcomes for diverse populations and vulnerable groups.

NURS 602 Philosophical and Ethical Foundations for the Advanced Nursing Practice Role (3)

This course engages students in a reflective and dialogical process that guides the structuring of nursing knowledge and the philosophical underpinnings of advanced nursing practice, leadership, and practice inquiry. The development and application of theory in practice are brought together from the perspective of clinical nursing and other scientific disciplines as a foundation for leadership in effecting change in nursing and healthcare. Ethical decision-making frameworks and relevant research findings will be used to promote the development of application skills for clinical practice.

NURS 604 Evidence-Based Practice I: Evidence Synthesis for Practice (3)

Learners are provided with a theoretical and practical foundation for identifying and critically appraising evidence from qualitative and quantitative research traditions. Emphasis is on the examination of the essential elements of evidence-based practice, including the formulation of answerable questions to address practice change, quality improvement, and safety in a variety of advance practice roles. Students engage in the systematic search for research evidence and the use of interdisciplinary models to analyze research findings that can be used to answer researchable questions. The use of electronic medical records as a source of data to provide evidence and information management in health care are explored. This course will support the beginning development of the student's capstone project. (Prerequisite: NURS 622)

NURS 610 Healthcare Policy and Advocacy (3)

This course is designed to analyze the leadership role of the DNP in health policy development emphasizing inter-professional collaboration and social justice. The social, regulatory, and ethical issues that impact DNP practice are examined. Strategies for designing and leading the implementation of public, professional, and institutional policies relating to local, regional, national, and international health care and its delivery are considered. The effect of innovation and nursing scholarship on health policy and advocacy are examined.

NURS 612 Social Entrepreneurship and the Business of Health Care (3)

This course assists the student to create a vision of relationship-centered leadership in healthcare from the perspective of an entrepreneur who operates within a tradition of social justice and values. Special emphasis is placed on the emerging role of the social entrepreneur in health care who, as a DNP, provides innovative leadership that uses entrepreneurial principles to improve healthcare systems, invent and disseminate new cost effective approaches to care, and advance sustainable solutions that create social value for small and large scale populations and healthcare. The student is encouraged to investigate how wealth creation can impact the public good in the healthcare arena at the community, national, and global levels.

NURS 620 Human Population Ecology (3)

This course provides students with an opportunity to apply foundational scientific methods such as epidemiology and biostatistics in the study of health events in groups of people. Population theories such as ecological theory, health behavior, ecosocial theory of disease distribution, and other substantive theories will be applied. How the context of population-based health experience --societal, ecological, and historical-- become embodied and are manifested in population rates of disease and the magnitude of health inequities are emphasized. Assessment tools and intervention strategies for health of selected populations who share common health illness phenomena will be examined from an organizational and public health perspective.

NURS 622 Statistics for Health and Biological Sciences (3)

This course covers a wide range of statistical methods used in health care research. Descriptive statistics, probability distributions (binomial and normal), sampling distributions, inferences (point estimates and confidence intervals), hypotheses testing (one-sample tests, two-sample tests), Analysis of Variance (ANOVA) as well as simple linear regression and multiple regression analysis are included. The course emphasizes the application of statistical concepts to analyze research for best available evidence to support quality nursing practice. Students are asked to relate the material to their own practice and use SPSS statistical software for assignments. The course provides support for students to plan the statistical analyses for their capstone project and other evidence based projects.

NURS 624 Evidence-Based Practice 2: Translation of Evidence for Practice (3)

This course focuses on the leadership opportunity for the use of innovative approaches for the implementation and evaluation of evidence based practice change. Emphasis is placed on synthesis and application of evidence to bridge the gap between evidence and practice. Students will engage in a critical examination of the social value and the impact of the implementation of translational research findings into practice change at the individual, family, organizational system, and population levels. (Prerequisite: NURS 604; NURS 622)

NURS 633 Health Promotion for Population Health (3)

This course explores and critically analyzes health promotion theories and empirical approaches as a foundation for understanding the contextual health promotion activities of patients, families, and communities across the lifespan. The effect of age, cultural practices, social/racial stratification, and ethnicity on self-care health practices, health disparities, and health care delivery systems and explored from a public health perspective. Students will examine key concepts, risk assessment tools, and evidence-based interventions in essential areas of health promotion such as physical activity, nutrition, stress management, and social support. A special emphasis is placed on obesity and weight control to acknowledge the link between adiposity and metabolic disease.

NURS 644 Advanced Physiology and Pathophysiology (4)

This course provides in-depth discussion of complex physiologic and pathophysiologic concepts essential for advanced clinical nursing courses in the care of adults and older adults. Physiologic and pathophysiologic processes related to the central, peripheral, and autonomic nervous systems; cardiovascular, respiratory, and renal systems; hematopoiesis, inflammation, immunity, microcirculation,

neuromuscular synapse, skeletal and smooth muscle, and acid-base balance are discussed at biochemical, cellular, organ, system, and human organism levels. Hormonal regulation is integrated with various physiologic and pathophysiologic processes. Emphasis is on integration of concepts as a basis for understanding interrelationships among complex physiologic and pathophysiologic processes.

NURS 651 Advanced Pharmacology (4)

This interdisciplinary course uses a lifespan approach to examine the principles of pharmacology and drug therapy for advanced nursing practice including legal and social considerations related to prescriptive authority and prescribing patterns. Students will participate in interdisciplinary clinical seminars with Pharm D students during a planned campus immersion during this course. (Prerequisite: NURS 644)

NURS 670 Data Analytics and Outcomes Improvement (3)

This course is designed to provide the DNP student with an opportunity to examine the lifecycle of data and the use of data analytics to measure healthcare delivery and improve patient outcomes. Transformation of healthcare outcomes that arise from changes in health care delivery systems will be driven by insights from existing large data sets that optimize clinical, financial, operational, and behavioral perspectives. Students will examine the process by which the DNP gains insight from data and the role of analytics in supporting a data-driven healthcare system as a component of healthcare reform. Students will explore the application of data to value-based innovation projects that maximize the use of data for quality improvement, cost effective, and sustainable change in healthcare delivery systems. The use of the Internet in healthcare settings, ethical and legal issues associated with working with large data sets, and the focus on the individual patient as the center of evidence based practice in nursing are emphasized.

NURS 682 X-ray Interpretation and Suturing for Primary Care (1)

This course provides an inter-professional interactive seminar that engages the student in examining x-ray findings as a data component of diagnostic reasoning. Students will also practice suturing minor injuries. This immersion seminar will occur in a hospital or clinical setting of one of our academic practice partners. (6 clinical hours)

NURS 688 Advanced Health Assessment and Diagnostic Reasoning (3)

This course provides knowledge and skills necessary for the advanced practice nurse to synthesize concepts from nursing and biopsychosocial sciences in the comprehensive health assessment of adults and children. The diagnostic reasoning process, differential diagnosis, advanced health evaluation techniques, laboratory tests, diagnostic studies, and interpretation and evaluation of findings are incorporated into the course. The importance of the evidence based link between oral health and illness across the lifespan is explored.

Students will provide advanced health assessment with clients across the lifespan in inter-professional clinical settings. Comprehensive health histories and physical examination techniques will be used to complete a database on clients to formulate differential diagnoses and make advanced clinical decisions. (30 clinical hours)

NURS 701 DNP Practice Innovation I (1)

This is the first of a 6 seminar course sequence that will assist the student to identify a general focus for the capstone innovation project. The seminar provides the DNP student the mentored opportunity to examine their area of clinical practice expertise and interest and to use the principles of social entrepreneurship to begin the innovative work that will result in the development of the independent, analytic scholarly project. Students will participate in an on-campus seminar in which group discussion will be used to explore the myriad of project ideas and to help students begin the process of focusing on a practice area and an innovative approach to practice change. To complete the outcomes for this course, the student is expected complete a minimum of 20 clinical hours to examine the feasibility and design of their project at their place of employment.

NURS 702 DNP Practice Innovation II (1)

Students will work with an identified faculty mentor to further their exploration and analysis of their selected client, population, and /or system for scholarly project development. Students will develop the design for their project and will share their progress in an oral project development presentation during the on-campus seminar. In collaboration with their clinical agency, students will develop strategies for the implementation phase of the project. The student is required to submit an individualized practicum proposal and objectives for the clinical experience for this course (minimum 40 hours).

NURS 703 DNP Practice Innovation III (2)

The student will continue to use the principles of social entrepreneurship in the development of their practice innovation project work and will use their own evidence based analysis and other data to finalize the design and propose interventions directed at practice change, system changes, or aggregate health improvements. Students will work with a faculty mentor to finalize the design of their project including the manner of data collection and project evaluation. Students will deliver an oral presentation of their project proposal to their faculty mentor and committee members along with fellow students during the on-campus immersion seminar. The student will begin the implementation of their practice innovation scholarly project after obtaining approval from their mentor and committee and the IRB. Students are required to submit an individualized practicum proposal and objectives for approval for their clinical practicum (minimum of 100 practicum hours). Essentials I, II, III, IV, V, VI, VII, VIII

NURS 704 DNP Practice Innovation IV (1)

The student will work with a faculty mentor and their clinical agency to continue the implementation of the practice innovation scholarly project. Students will assess the on-going data collection process as well as the quality of the data. The student is required to submit an individualized practicum proposal and objectives for approval for their clinical practicum (minimum of 80 practicum hours). Students will give an oral presentation on the status of their project at the on-campus immersion seminar.

NURS 705 DNP Practice Innovation V (1)

The students will engage in the process of data analysis to measure the outcomes of the project. Students will synthesize the theoretical and empirical evidence guiding their Practice Innovation Project with their project experience and outcome data from their project. The student is required to submit an individualized practicum proposal and objectives for approval for their clinical practicum (minimum of 80 practicum hours).

NURS 706 DNP Practice Innovation VI (2)

During this course, students will critically examine the practice innovation project and identify challenges within individuals and environments that influence change. Students will complete their project and provide a written report in the form of a publishable manuscript. Students will engage in an oral defense to disseminate their findings. Students who do not complete the practice innovation project during this course will be required to register for NURS 799 until the project meets the final requirements. Students will complete their clinical requirements and are required to submit an individualized practicum proposal and objectives for approval for their clinical practicum (minimum of 80 practicum hours).

NURS 710 Advanced Clinical Studies: Primary Care and Health Promotion for Reproductive Health (5)

This course focuses on the role of the family nurse practitioner in the primary care of women and their families across the lifespan. The clinical practicum uses a developmental approach to provide the foundational knowledge needed for advanced understanding and care of common health concerns related to the reproductive organs, including the genitourinary and reproductive cycles of men and women. Concepts of health promotion, health maintenance, sexuality, cultural competence, and environmental variations are integrated throughout the course and will include an environmental and political context. Students will provide reproductive and GU care in primary care settings. (120 clinical hours).

NURS 718 Resource and Practice Management (3)

This course provides a forum for the exploration and evaluation of the financial environment at the macro and micro levels of the health care industry and how finances specifically affect the role of the advanced practice nurse and the social entrepreneur. The course will emphasize the development of practical financial analytic skills that will provide students with a foundation for immediate application within the health care delivery system.

NURS 722 Advanced Clinical Studies: Primary Care and Health Promotion for Adults (5)

Emphasis is placed on a wellness focus in the care of adults throughout the lifespan with common and reoccurring acute illnesses and stable chronic conditions. Models of health promotion, disease prevention, health education and wellness will be used to guide the family nurse practitioner in assessing, diagnosing and planning care for adults. The clinical practicum uses a developmental approach to manage the health care of adults from diverse backgrounds in primary care settings. The focus is on the synthesis of knowledge from physical and behavioral sciences to formulate advanced clinical decisions effective in the provision of health care of adults and their families. Students will provide primary care with adults in primary care settings (120 supervised clinical hours).

NURS 724 Advanced Clinical Studies: Population-Based Mental Health Care Across the Lifespan (2)

This course focuses on systems issues affecting clients across the lifespan who require special attention to mental and behavioral health conditions and issues from the advanced practice nursing. This course provides the student with foundational knowledge of the neurobiological and mind-body connection that underpins mental health issues frequently encountered in primary care settings. Issues include legal/ethical decision-making, socialization, co-morbidities, finances, and referral. Students will assess mental health issues across the lifespan, develop management and referral strategies, and attend to pharmacologic therapies in a primary care setting using effective evidence based best practices. Students will engage in advocacy, health coaching, and teaching with patients and families in the quest for mental health services (40 clinical hours).

NURS 725 Quality Effectiveness and Safety in Organizational Systems (3)

This course prepares students to design, implement, and evaluate evidence-based quality health care practices for patient populations (individuals and aggregates) in primary, home, and community settings. Organizational theory and models within the health care industry are examined. Working as partners in inter-professional teams, students will analyze an organizational culture, gather safety information, analyze data, and translate findings into a plan for changes in micro and macro systems through action learning experiences within their own organizations. Evaluation of Innovation and sustainability of system change will be emphasized. (40 clinical hours)

NURS 730 Advanced Clinical Studies: Primary Care and Health Promotion for Children and Adolescents (5)

The focus of this course is the knowledge necessary for the practice role of the family nurse practitioner in the delivery of primary care of families with children and adolescents. This course uses a developmental approach to provide the knowledge needed for advanced clinical decision making related to children with common health problems, including acute episodic illness and stable chronic disease. Concepts of health promotion, disease prevention and risk assessment, safety, and cultural and environmental variables are integrated throughout. Students will synthesize developmental needs and the pathophysiologic processes underlying certain conditions. Students will provide primary care to children, adolescents, and their families in primary care settings. (120 clinical hours)

NURS 770 Clinical Residency in Primary Care of Families (4)

This course further develops FNP role competencies through advanced clinical practice in a primary care setting in which students assess and manage the health of individuals and families across the lifespan. The focus is on the synthesis of advanced clinical knowledge from the physical and psychosocial sciences to demonstrate advanced clinical decision making and consideration of professional practice issues. This course will include on-campus immersion seminar/case presentation and three credit hours of clinical practice time (240 clinical hours).



Speech Pathology

Susan Latham, Program Director
150 Madeleva Hall
574-284-4686

FACULTY

J. Essig, S. Latham, J. Lovett, S. Schneider,
R. Tomenko

PROGRAM DESCRIPTION

The Speech Pathology program prepares graduate students to make a difference in the world on a very personal level—they improve the lives of individuals, one person, one family, at a time. The program develops leadership in individuals, who are educated in the liberal arts, and who use their talents to help support children, families, the elderly and disabled, and others in need. Our students realize their social responsibility first-hand by providing services to those in need. They think critically and creatively while responding with humanity. The Speech Pathology program fosters the development of lifelong learners who are adaptive and reflective clinicians, culturally sensitive, and empathetic to those in need.

PROGRAM OUTCOMES

- Prepare students with a wide theoretical base for understanding normal development of basic human communication and swallowing processes as well as the nature, causes, evaluation and treatment of disorders of swallowing and communication, including issues pertaining to culturally diverse populations.
- Provide a variety of opportunities for supervised student clinical education with persons from diverse cultural and linguistic backgrounds, who are delayed or disordered in the development or use of effective communication and/or who display disorders of swallowing and who come from across the life cycle. Opportunities will include access to contemporary technology, including resources in telepractice.
- Develop competence in clinical diagnosis and intervention, interactions with families of individuals with communicative impairments, and collaboration with other professionals for effective and efficient team management of persons with complex disabilities.
- Provide a faith-based education for students as they enter the profession by integrating the Catholic perspective throughout the knowledge and skills of the profession. Encourage students to realize their social responsibility first-hand by providing services to those in need.
- Foster value of diversity, both in culture and opinion, and encourage an attitude of openness and discovery among students, faculty and staff.
- Challenge faculty, staff and students to actively involve themselves in meeting the needs of their communities, as highly skilled professionals and good citizens.
- Become eligible for clinical certification (CCC) in speech-language pathology through the American Speech-Language-Hearing Association.

- Promote a value for scientific rigor and a spirit of inquiry among future professionals.
- Empower graduates to function independently as life-long learners.

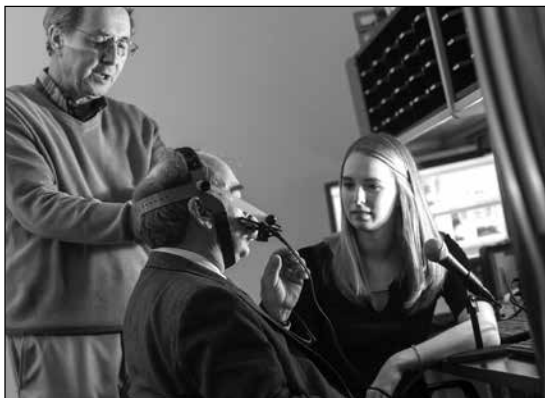
PREREQUISITES

- Introduction to Communicative Disorders.
- Anatomy & Physiology of the Speech and Hearing Mechanism.
- Phonetics.
- Speech & Hearing Sciences.
- Introduction to Audiology.
- Language Development.
- Clinical Methods and Supervised Observation.
- Statistics.
- At least one course in the biological sciences, e.g., Introduction to Biology.
- At least one course in the physical sciences, e.g., Introduction to Physics, Acoustics, etc.
- At least one course in the behavioral sciences, e.g., Developmental Psychology.

APPLICATION REQUIREMENTS

- All applicants must have a Bachelor's degree in Communication Sciences and Disorders, or related field, from a regionally accredited college or university, or the international equivalent. Candidates are normally expected to have maintained at least a 3.0 cumulative GPA in undergraduate coursework.
- Submission of a completed CSDCAS application.
- Official transcripts from every college or university attended.
- GRE scores (use code 6970).
- Three letters of recommendation from people familiar with the applicant's academic and/or professional abilities, focusing particularly on the potential for success.
- Personal statement that addresses reasons for pursuing an advanced degree in speech pathology, professional objectives, and how Saint Mary's aligns with personal and professional goals.
- Personal interview(s) with faculty (if selected).

Applications for the fall term open in mid-September. Saint Mary's College uses the Communication Science and Disorders Centralized Application Service (CSDCAS) application system. You must complete the application form, submit the application fee for CSDCAS (no additional fee is collected by Saint Mary's), and provide all supporting documents through the CSDCAS application system. The application deadline is February 1.



PROGRAM IN SPEECH PATHOLOGY

Master of Science in Speech Pathology (55–58 hours)

All of the following:

CSD 501	Aural rehabilitation	3 hours
CSD 502	Assessment	3 hours
CSD 503	Speech sound disorders	3 hours
CSD 505	Early childhood language disorders	3 hours
CSD 506	Later childhood language disorders	3 hours
CSD 508	Adult language disorders I	3 hours
CSD 509	Adult language disorders II	3 hours
CSD 510	Research methods in speech-language pathology	3 hours
CSD 512	Neurology for speech-language pathologists	3 hours
CSD 514	Low incidence communication disorders (fluency & voice)	3 hours
CSD 515	Low incidence communication disorders (AAC & cleft palate)	3 hours
CSD 516	Motor speech disorders	3 hours
CSD 522	Dysphagia	3 hours
CSD 524	Autism spectrum disorders	3 hours
CSD 525	Counseling	3 hours
CSD 585	Clinical practicum – On campus repeated four (4) times	4 hours
CSD 587	Clinical practicum – Off campus	6 hours
CSD 699	Thesis Option	(3) hours

SPEECH PATHOLOGY COURSES

In addition to these credit bearing courses, the student will be given the opportunity to take an online non-credit course in entrepreneurship.

CSD 501 Aural Rehabilitation (3)

Overview of amplification and (re)habilitative needs identified among hard-of-hearing individuals of all ages. Strategies for management developed from the perspective of the speech-language pathologist.

CSD 502 Assessment (3)

Course content involves principles of measurement concepts and qualitative and quantitative assessment in speech-language pathology

CSD 503 Speech Sound Disorders (3)

Focus is on assessment, interventions, and instructional strategies for speech sound disorders among children without known organic impairments.

CSD 505 Early Childhood Language Disorders (3)

Students examine the nature, assessment, and treatment of language disorders in infants, toddlers, and preschool children.

CSD 506 Later Childhood Language Disorders (3)

Students learn about diagnostic issues and treatment approaches for the school-aged population. Special attention is given to language and literacy interventions aimed at improving phonological processing and oral and written language comprehension and expression.

CSD 508 Adult Language Disorders I (3)

Information regarding assessment and treatment of persons with acquired aphasia and communication disorders associated with right hemisphere lesions will be explored from neurological, pathophysiological, theoretical, and clinical perspectives.

CSD 509 Adult Language Disorders II (3)

Information provided related to understanding, assessing and treating acquired adult communication disorders associated with traumatic brain injury and dementia. Disorders will be explored from neurological, pathophysiological, theoretical, and clinical perspectives.

CSD 510 Research Methods in Speech-Language Pathology (3)

Course content focuses on the speech-language pathologist's role as clinical researcher and presents the need for science to inform clinical practice. Students read and critically analyze existing research within speech-language pathology and review common research designs and data analysis techniques. Students are required to design and complete a collaborative research project.

CSD 512 Neurology for Speech-Language Pathologists (3)

Course offering provides information related to basic structures and functions of the human neurological system with emphasis on human communication processes and related functions.

CSD 514 Low Incidence Communication Disorders (Fluency & Voice) (3)

Study the cause(s), diagnosis, and treatment of two important disorder types: fluency and voice disorders. Course also addresses principles of prevention.

CSD 515 Low Incidence Communication Disorders (AAC & Cleft Palate) (3)

Study the cause(s), diagnosis, and treatment in two important areas: augmentative and alternative communication (AAC) and cleft lip and palate. Course focus also includes principles of prevention.

CSD 516 Motor Speech Disorders (3)

Information related to understanding, assessing and treating motor speech disorders (e.g., dysarthrias and apraxia of speech) in children and adults.

CSD 522 Dysphagia (3)

Designed to provide information related to understanding and assessing normal swallowing and understanding the etiology, assessment, and treatment of individuals with feeding/swallowing disorders.

CSD 524 Autism Spectrum Disorders (3)

Students are provided an introduction to characteristics and communication of individuals with Autism Spectrum Disorder (ASD), including recommended practices/framework for assessment and facilitation of communication for individuals with ASD.

CSD 525 Counseling (3)

Examines the role of speech-language pathologists in the provision of various forms of counseling to individuals with communication disorders and their families.

CSD 585 Clinical Practicum—On Campus (1)

Offering designed to implement clinical knowledge and skills during the diagnostic and intervention process with clients of all ages that present with various forms of communication disorders. This course is repeatable 3 times.

CSD 587 Clinical Practicum—Off Campus (1)

Offering designed to implement clinical knowledge and skills during the diagnostic and intervention process with clients of all ages that present with various forms of communication disorders.



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* indicates Program Director

+ indicates teaching in the graduate programs

Saint Mary's College faculty listing
as of June 1, 2015

Alumnae Association

Founded in 1879, the Alumnae Association of Saint Mary's College, Notre Dame, IN, is the seventh oldest women's college alumnae association in the United States, and the oldest among Catholic colleges for women. Alumnae clubs, the Alumnae Memorial Scholarship, community service projects, networking programs, and reunions are among the many programs organized by the Alumnae Association.

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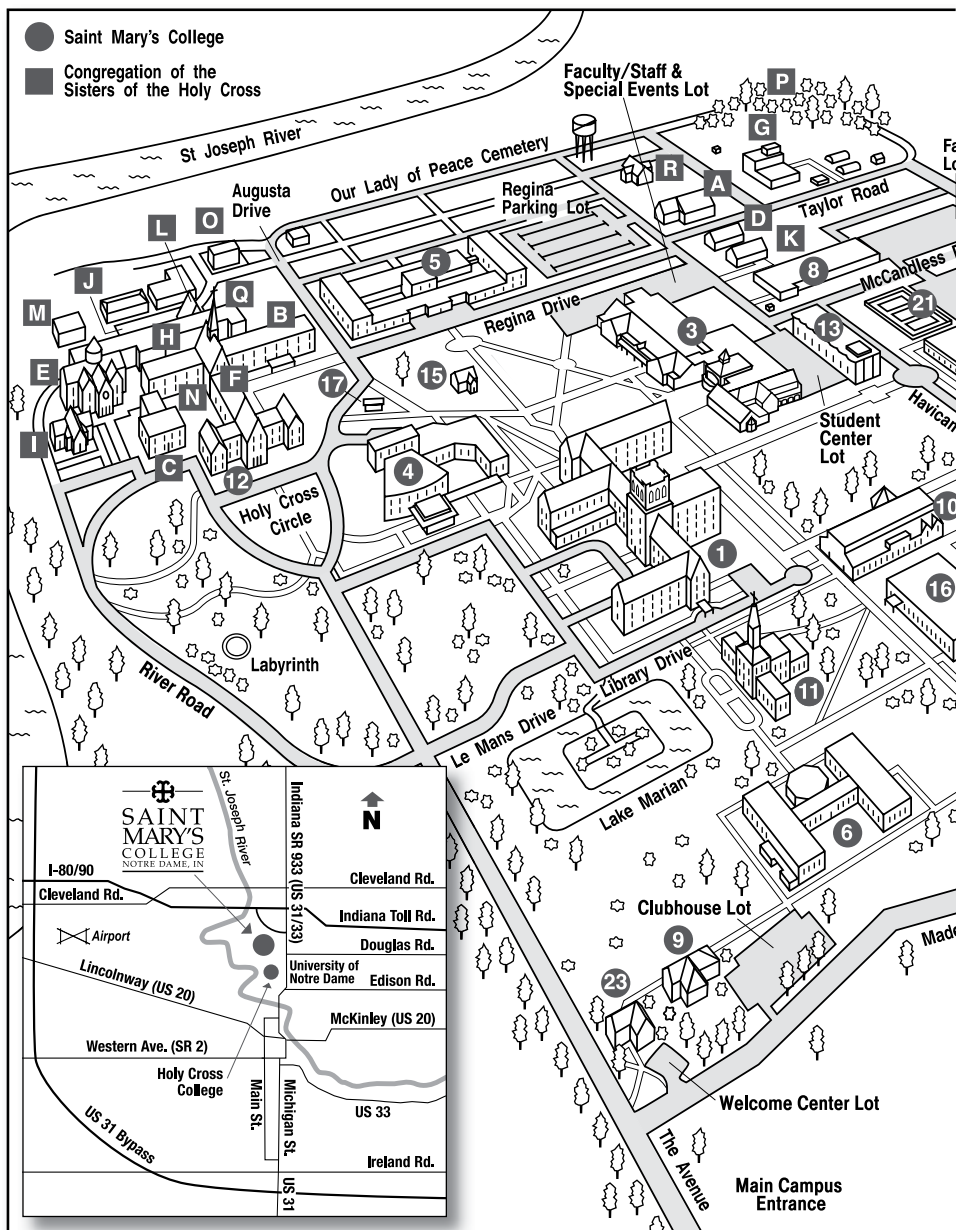
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Director of Alumnae Relations

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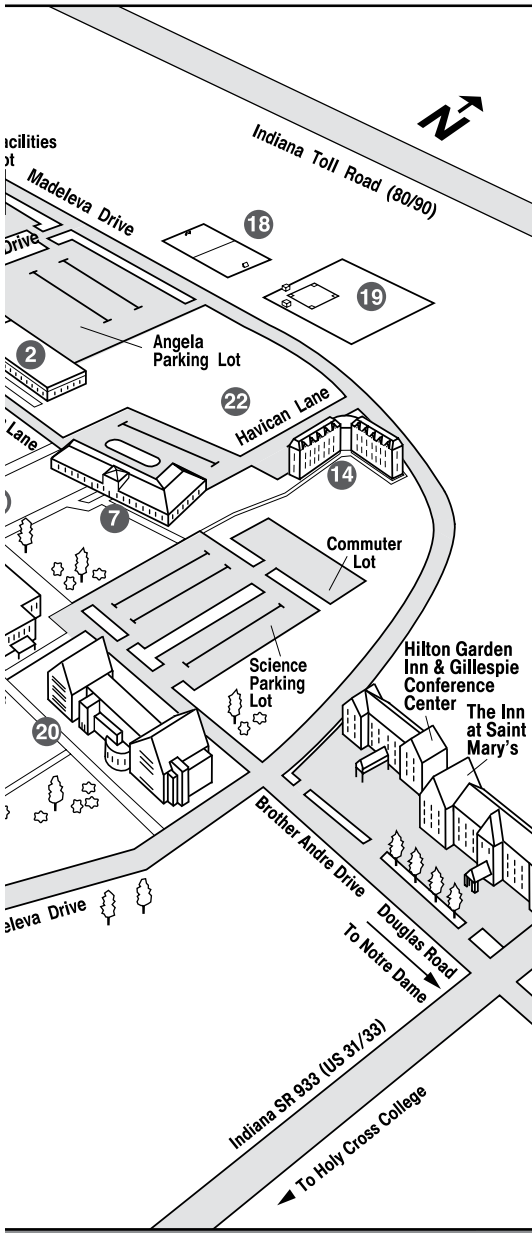
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Directions to campus: From the 80/90 Toll Road take exit 77 (South Bend/Notre Dame) and turn right (south) onto Indiana SR 933 (US 31/33). The first light at The Inn at Saint Mary's is the north campus entrance (turn right onto Brother Andre Drive/Douglas Road). If you continue straight on SR 933, the next light is the main campus entrance (turn right onto The Avenue).

CONGREGATION LOCATIONS

Andre House.....
 Augusta Hall.....
 Bertrand Hall.....
 Bethany Convent.....
 Church of Our Lady of Loretto...
 Center Building.....
 Central Utilities Plant.....
 Convent.....
 Guest House.....



COLLEGE LOCATIONS

Admission Office	1
Administrative Offices	1
Alumnae Relations Office	1
Angela Athletic Facility	2
Bookstore	3
Box Office	4
Campus Ministry	5
Career Crossings Office	20
Carroll Auditorium	6
Center for Academic Innovation	20
Center for Spirituality	20
Center for Women's Intercultural Leadership	20
Central Receiving	8
Clubhouse	9
Convenience Store	3
Cyber Cafe	3
Cushwa-Leighton Library	10
Dalloway's Coffee House	9
Development Office	1
Document Center	8
Early Childhood Development Center	7
Facilities Building	8
Financial Aid	1
Haggar College Center	11
Hammes Gallery	4
Havican Hall	7
Holy Cross Hall (residence)	12
Human Resources	8
Information Technology	11
Le Mans Hall (residence)	1
Library	10
Little Theatre/Art Gallery	4
Madeleva Hall	6
Mail Services	8
McCandless Hall (residence)	13
Marketing Communications	11
Moreau Center for the Arts	4
Multicultural Services and Student Programs	3
Noble Family Dining Hall	3
O'Laughlin Auditorium	4
Office for Civic and Social Engagement	3
Office of Special Events	4
Opus Hall (student apartments)	14
Post Office	12
Purchasing	8
President's Office	1
Regina Hall (residence)	5
Registrar	1
Riedinger Alumnae House	15
Science Hall	16
Security Headquarters	17
Shaheen Bookstore	3
Sister Marie Rosaire Gallery	4
Soccer Field	18
Softball Diamond	19
Spes Unica Hall	20
Student Center/Noble Family Dining Hall	3
Tennis Courts	21
Vander Vennet Theatre	3
Volleyball Courts	22
Welcome Center	23

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B	House of Shalem	K
C	Lillie O'Grady Center	L
D	Loretto Convent	M
E	Lourdes Hall	N
F	Mary's Solitude	O
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Master of Science
in **Data Science**



Master of Science
in **Speech Pathology**



Doctorate of
Nursing Practice