

Newman University 2020-2021

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Accreditation:

Higher Learning Commission
230 South LaSalle Street,
Suite 7-500, Chicago, IL 60604
info@hlcommission.org
312-263-0456

Kansas State Department of Education
Landon State Office Building
900 SW Jackson St.
Topeka, KS 66612-1212
www.ksde.org | 785-296-3201

Council for the Accreditation for Education Preparation (CAEP)
1140 19th St. NW, Suite 400
Washington, D.C. 20036
www.caepnet.org | 202-223-0077

Commission on Collegiate Nursing Education (CCNE)
655 K St. NW, Suite 750
Washington, DC 20001
www.ccneaccreditation.org

Council on Social Work Education
1701 Duke St., Suite 200
Alexandria, VA 22314-3457
www.cswe.org | 703-683-8080

Council on Accreditation of Nurse Anesthesia Educational Programs
222 S. Prospect Ave., Suite 304
Park Ridge, IL 60068-4010

Joint Review Committee on Education in Radiologic Technology
20 N. Wacker Dr., Suite 2850
Chicago, IL 60606-3182
313-704-5300

Commission on Accreditation for Respiratory Care (CoARC)
PO Box 54876
Hurst, TX 76054-4876
817-283-2835

Accreditation Council for Occupational Therapy Education (ACOTE)
of the American Occupational Therapy Association
6116 Executive Boulevard., Suite 200
North Bethesda, MD 20852-4929
301-652-2682
www.acoteonline.org

The Counseling Program curriculum meets the requirements of K.A.R. 102-7-3 and is approved by:
The Kansas Behavioral Science Regulatory Board (BSRB)
700 SW Harrison St., Suite 420
Topeka, KS 66603-3929
785-296-3240

The nursing program is approved by the Kansas State Board of Nursing
900 SW Jackson St., #1051
Topeka, KS 66612

The university is approved for the education of
foreign students, veterans and dependents of veterans.

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The Newman University catalog is official at the time of printing.
To view the most up to date version, please visit <https://newmanu.edu/registrar/course-catalog>

The material in this catalog is provided for informational purposes and does not constitute a contract. For example, courses, curricula, degree requirements, fees, and policies are subject to constant review and change without notice.

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NEWMAN UNIVERSITY'S INSTITUTIONAL IDENTITY

OUR MISSION STATEMENT

We are a Catholic university named for Saint John Henry Newman and founded by the Adorers of the Blood of Christ for the purpose of empowering graduates to transform society.

OUR CORE VALUES

Newman University's Mission Statement is grounded in the following Core Values:

Catholic Identity

("We are a Catholic university...")

As a Catholic institution of higher learning, Newman finds guidance in Ex corde ecclesiae and other teachings of the Catholic Church and draws nourishment from its relationships with surrounding Catholic communities and dioceses. At the same time, our Catholic identity is distinctively shaped by the influence both of our founders and sponsors, the Adorers of the Blood of Christ, and of our namesake, the Catholic theologian and educator Saint John Henry Newman. From the Adorers, we receive our special mission of developing and empowering our graduates to work for the

betterment of society—a mission inspired by the Adorers' own founder, Saint Maria De Mattias. From Saint Newman, we inherit our vision of the university as an institution that educates the whole person to seek the truth and to lead a meaningful and purposeful life. Finally, with a strong liberal arts foundation, our curriculum honors the richness and vitality of our Catholic intellectual heritage while affirming the value of dialogue involving persons of varied cultures and religious traditions.

Academic Excellence

(...named for Saint John Henry Newman...)

Following the ideals of Saint Newman, we seek to educate the whole person. A firm grounding in the liberal arts strengthens all our programs and instills habits of lifelong learning that will accompany graduates as they pursue a variety of personal, academic, and professional goals. Newman's faculty strives to utilize best practices in instruction, the insights derived from scholarly research, and a culture of assessment to promote classroom and program improvement, while the small college atmosphere of Newman facilitates the development of an active, dynamic learning community. In addition, Newman University has

a special mission—to make an environment of academic excellence available to a diverse range of students and to empower those students, through the education we provide, to transform the world. In sum, it is the development of the intellectual, moral, and spiritual capabilities of the entire university community combined with our collective dedication to the promotion of peace and social justice that characterizes academic excellence at Newman University.

Culture of Service
(...and founded by the Adorers of the Blood of Christ...)

The passion to serve others is integral to the missions of both Newman University and the Adorers of the Blood of Christ. We actualize this mandate by fostering a distinctive culture of service in which each member of the community is encouraged to find personally fulfilling ways of growing through giving. Manifestly, gifts of time and talent are visible symbols of our commitment to transforming the human condition, while inwardly, service is also transformative for the student who successfully develops a critical consciousness that hungers and thirsts for justice and peace. Through our Christ-centered humanitarian commitment to serving the underserved, we honor that common mission which we share with our founders and sponsors, namely that of developing and empowering people.

Global Perspective
(...for the purpose of empowering graduates to transform society.)

Newman University is committed to promoting an interdependent global perspective formed by a critical consciousness that hungers and thirsts for justice and peace. More than just an awareness of other cultures, such a perspective affirms the interdependent nature of all of creation. At the same time, it speaks to the ideal of the educated person in the modern world: a person who possesses a strong sense of self yet embraces difference; a person who not only seeks knowledge but effectively applies it; a person of wide vision who remains well grounded. To this end, we seek to engage a diverse array of students in outstanding educational experiences designed to cultivate the knowledge, skills, and values they will need to become leaders in the transformation of an increasingly complex and interconnected world.

THE NEWMAN CODE

All members of the Newman community pledge to live by the Newman Code. Reflecting the same underlying ideals as the Newman University Mission and Core Values, the Newman Code shows how each of us can translate those ideals from the institutional level into personal thought and action:

As a member of the Newman community, I pledge to live in the spirit of critical consciousness by respecting the dignity of every person, honoring both personal and institutional integrity, and striving to embrace all humanity.

To Live in the Spirit of Critical Consciousness

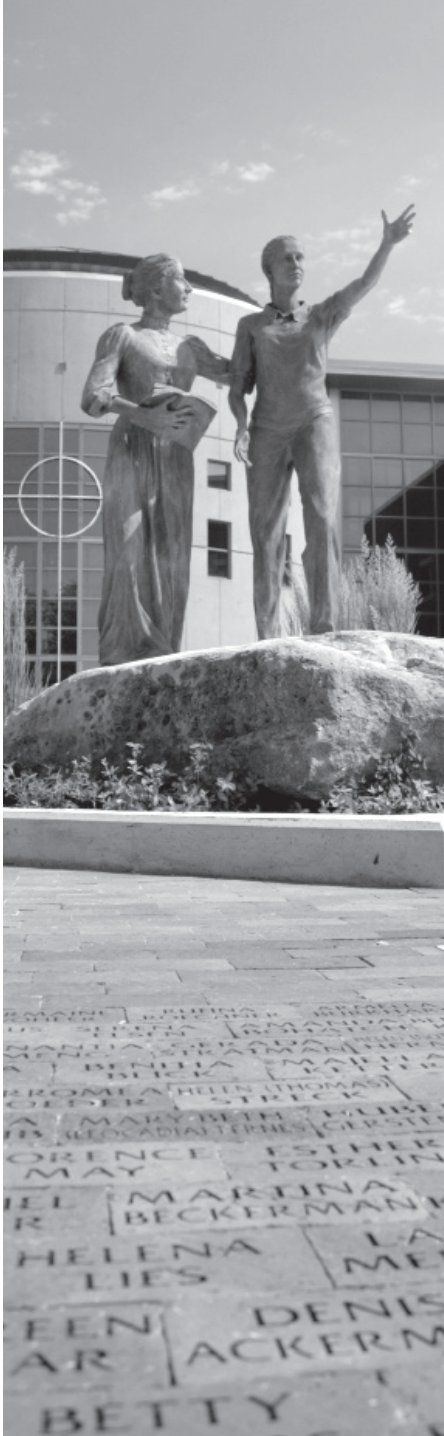
Newman University is an educational community rooted in Judeo-Christian principles that challenges all who join it to accept the responsibility of forming a critical consciousness. This means more than just learning to perceive injustice; it also means developing the willingness and skills to take action against it. Through the power of reason and an embrace of the Gospel call to love our neighbor as ourselves, we strive to create a more just and peaceful world. The Newman Code expresses our commitment to engaging the whole person in the effort to transform society.

To Respect Dignity

Understanding that diverse perspectives are integral to a learning environment, we value the insights of every member of the Newman community. When differences of opinion and belief arise, we put aside personal prejudices and listen carefully with open minds. We respond calmly, thoughtfully, and with consideration for opposing views. At all times we treat others with the same respect to which we are entitled. We uphold, and when necessary defend, the inherent dignity and the fundamental rights of all individuals. Mindful of everyone's need for conditions that support their work and development, we respect both public and private property and work to promote a safe and cooperative learning environment.

To Honor Integrity

Confronting life truthfully, we hold our word as our bond. If we say we will do something, we do it. We believe that remaining true to our word, even in the face of temptation or persecution, has a value beyond measure. By pledging to honor our personal integrity, we commit ourselves to being honest and forthright at all times—in the classroom, on the playing field, and in our private and professional lives.



In particular, as members of a community of higher learning, we hold academic integrity in special regard: we neither provide nor accept any unauthorized aid on academic work. In all personal and academic matters, we abide by the relevant policies and codes of Newman University.

To Embrace All Humanity

Embracing humanity means creating a welcoming climate of kindness, warmth, and love. It begins with those nearest us, but it does not end there. Promoting right relationships among all individuals, we seek to foster a culture of inclusion wherein every person feels valued and encouraged to perform to his or her full and unique potential. Although diverse as individuals, we are united as members of one human family. Conscious of this, we strive to live in the spirit of the Good Samaritan by selflessly considering the disadvantaged and offering service to those in need, supporting and assisting one another in our respective life journeys.

ASC MISSION STATEMENT

As a sponsored ministry of the Adorers of the Blood of Christ (ASC), Newman University exists to further the ASC Mission:

The United States Adorers of the Blood of Christ, rooted in the Gospel of Jesus, are ecclesial women, living in community, witnessing God's love in Mission to empower others, foster oneness, celebrate life, form right relationships, and walk as compassionate companions.

At Newman, we strive to ensure a high degree of congruence between our Mission and that of the ASC Sisters. The following table highlights some important connections between the two mission statements:

Newman Mission Statement	<i>We are a Catholic university...</i>	<i>...named for Saint John Henry Newman...</i>	<i>...and founded by the Adorers of the Blood of Christ...</i>	<i>...for the purpose of empowering graduates to transform society.</i>
ASC Mission Statement	<i>To celebrate life</i>	<i>To foster oneness</i>	<i>To walk as compassionate companions</i>	<i>To empower others</i>
Comment	One of the central precepts of Church teaching is the fundamental dignity of the human person. It is on this basis that the Catholic Church has developed its unshakable commitment to the value of human life.	Saint Newman's writings on education emphasize the importance of a holistic approach to education as well as the unitary nature of truth and knowledge. Newman University thus "fosters oneness" both as a place where the whole person is educated as one and as a place where the essential unity of truth becomes manifest.	As its history clearly shows, the founding of this institution by the Adorers was itself an act of extraordinary service and devotion to humanity. At Newman we strive daily to emulate the Sisters' remarkable spirit of charity and compassion.	At Newman, we understand higher education to be a means of empowerment, and we answer the ASC call to empower others by naming this as the very purpose for which we exist.

NOTICE OF NONDISCRIMINATORY POLICY

Newman University does not discriminate on the basis of race, color, creed, sex, religion, age, national origin, handicap or disability, veteran status, or any other classification protected by local, state and/or federal laws. Any persons having inquiries concerning this may contact the provost and vice president for academic affairs, 3100 McCormick, Wichita, KS 67213-2097, or by calling 316-942-4291.

The Newman University Office of Disability Services coordinates support services so that students with disabilities can be self-sufficient and can develop to their maximum academic potential.

To be eligible for these services, documentation from a licensed professional must be provided. This documentation must be no more than three (3) years old, state the nature of the disability, and clearly describe the kinds of accommodations recommended by the licensed professional.

This documentation must be sent to: ADA/504 Coordinator, Office of Disability Services, Newman University, 3100 McCormick, Wichita, KS 67213. When this information is on file, the coordinator will work with the professors concerning the needed reasonable accommodations for the student. For more information, contact the ADA/504 Coordinator at 316-942-4291 ext. 2235.

At any time during the semester, classroom accommodations will be made for students with permanent or temporary physical challenges. Students should notify the Academic Affairs Office if they are in need of this service.

HISTORY

Newman University is a coeducational Catholic liberal arts institution offering associate, baccalaureate, and graduate degrees.

The university is a sponsored ministry of the Adorers of the Blood of Christ, United States Region, whose congregation was founded in Italy in 1834 by Saint Maria De Mattias, an outstanding educator. The community came to the United States in 1870, and the first group of sisters to arrive in Wichita established a school for girls in 1902.

In 1933, Sacred Heart Junior College was opened with full year and summer courses available for both religious and lay women. The college was reorganized in 1952 as a four year liberal arts college (Sacred Heart College) to more effectively serve the educational needs of its students. In 1958, a regular evening program, also open to men, was initiated. This was expanded in 1963 to permit granting degrees to men. In 1965, Sacred Heart College became coeducational with residence facilities for both men and women. Master's degrees were offered beginning with the 1992-93 academic year.

The name change from Sacred Heart College to Kansas Newman College was effective in 1973 and on July 1, 1998 the name was changed to Newman University. The university is named after Saint John Henry Newman (1801–1890), an intellectual leader in the Catholic Church and in Catholic philosophy of education.

LOCATION

Newman University is located on a 61-acre campus in southwest Wichita, easily accessible from U.S. Highway 54, Kansas Highway 42, and Interstate 235. It is 10 minutes from downtown and 10 minutes from the airport, which is served by several major airlines.

BEATA HALL: Opened in the fall of 2000, this hall provides housing for men and women in an expanded suite option where five residents, each with a private bedroom, share two baths, a living room and a kitchenette.

BISHOP GERBER SCIENCE CENTER:

Erected in 2017, this state-of-the-art Center houses faculty offices, research space and classrooms.

CARROCCI HALL: Erected in 2007, this student residence features traditional suite-style units with two bedrooms and a shared bath. A limited number of private rooms are also available.

DE MATTIAS FINE ARTS CENTER: This facility, opened in 2000, includes a performance hall, the Jabara Flexible Theatre with dressing rooms and a scene shop, music rehearsal space with studio and practice rooms, an art gallery and studios for sculpture, ceramics, painting, drawing, and computer graphics.

DUGAN LIBRARY AND CAMPUS CENTER:

Erected in 2007, this 56,000 square-foot complex includes the university library, study and gathering areas, classrooms, a bookstore, a café, a convenience store, a student center, computer labs, an alumni lounge and a conference center.

ECK HALL: Dedicated in 1995, this facility houses nursing and allied health classrooms, labs, offices and two computer labs.

FUGATE HALL: Built in 2007, Fugate Hall features two- and four-bedroom apartments available only to upper-classmen and graduate students.

MABEE DINING CENTER: Opened in the fall of 2000, this hall provides food preparation and serving areas and dining space for more than 300 people.

MCNEILL HALL: Erected in 1961, this is the location of faculty offices and classrooms.

MERLINI HALL: Erected in 1967, this hall provides housing for both men and women. The capacity is 156.

O'SHAUGHNESSY SPORTS COMPLEX:

This facility, completed in 1999, includes a 1,100 seat gymnasium, coaches' offices and conference room, an aerobics/weight room, locker rooms and an elevated indoor track.

SACRED HEART HALL: Erected in 1923, this facility houses administrative offices, St. John's Chapel, classrooms, and a student lounge.

ADMISSIONS

Newman University seeks to admit qualified students interested in career preparation through the liberal arts. A selective admissions process allows each candidate to be considered on an individual basis.

HOW TO APPLY FOR ADMISSION

All applicants are required to submit:

APPLICATION FOR ADMISSION

A completed Application for Admission which can be found on the Newman University website. There is a non-refundable application fee for all applicants.

OFFICIAL TRANSCRIPTS

An official transcript documenting a baccalaureate degree from a nationally accredited college or university. If graduate credit was obtained and the applicant is seeking consideration for transfer credit, an official transcript must also be submitted for evaluation. Transcripts must be submitted electronically from the accredited institution or school to Newman University's Office of Admissions through a secure, nationally recognized online platform. If an electronic version cannot be obtained, please contact the Office of Admissions.

PROGRAM SPECIFIC DOCUMENTS:

Applicants must also submit any additional required documents to be considered for admittance to their prospective program. Please check the website and/or programs fact sheet for these requirements.

ADMISSIONS ACCEPTANCE CATEGORIES:

FULL ACCEPTANCE: Applicant submits transcript with conferred baccalaureate degree from a nationally accredited college or university. Applicant must meet program specific GPA requirements. All program specific documents must also be submitted.

CONDITIONAL ACCEPTANCE: Applicant does not meet requirements for full acceptance, however demonstrates the ability to be successful in the graduate program. A completed file review and approval will be granted by program director for conditional acceptance. The conditions of acceptance will be set and monitored by the program director.

ADVISOR ASSIGNMENT

Upon admission to any graduate program, an advisor will be assigned to assist the student in developing a degree plan. The student is required to meet with the advisor before every registration to review or revise the degree plan.

Students engaged in graduate course work that requires the use of human subjects for surveys, questionnaires, scholarly or research studies are to seek approval from the Institutional Review Board. Contact your program director or advisor for assistance.

EVALUATION OF TRANSFER CREDITS

An official evaluation of all credits earned will be made after the student has been accepted for admission and all required transcripts and other documents have been received.

Graduate students matriculated in a graduate degree program at Newman University may petition to have credits earned at other nationally accredited institutions transferred toward their Newman University degree program. Normally, a student may not receive credit for transfer courses as they begin their program of study at Newman University. Exceptions to this policy are at the discretion of the Dean or Program Director with notice given to the Registrar at the time of the decision.

In addition, the transfer credits must **not** have been used to satisfy the requirements of another degree, must have been earned in graduate level courses for which the student earned a grade of B or better, and must have been earned at a nationally accredited university. Graduate credits earned in undergraduate courses that are enhanced to allow graduate credit will be considered for transfer credit on a case by case basis.

Credit for prior coursework that would fall outside of the standard **6 year time** limit to complete a graduate degree at Newman University is accepted **ONLY** with written justification and approval by the Program Director and Dean.

Letter grades from transfer credits are not reflected on the Newman University transcript, nor are they considered in the calculation of the GPA. Limitation on the number of credits acceptable in transfer vary by program. Please consult specific Program Directors or Deans.

ADMISSIONS

No correspondence credit or experiential earned credit will be applied towards any graduate degree.

A maximum of 3 graduate workshop hours may be applied towards a graduate degree. Workshop and seminars may be open to undergraduate students, graduate students, and non-degree students. Please consult the appropriate Program Director for permission.

UNDERGRADUATE STUDENTS IN GRADUATE COURSES

Courses numbered 6000 and above are graduate courses, ordinarily open only to graduate students. Undergraduate students who are within one semester of graduation may register for up to two graduate level courses, and receive graduate credit, provided the graduate courses are NOT used to meet undergraduate degree requirements. Students enrolling in graduate level courses while an undergraduate student must pay the graduate tuition and fees for graduate course work. (Students with only a required practicum, including student teaching, remaining in their program of study may enroll in graduate courses in the immediately preceding term.) The two course limitation may not apply to the summer term IF a student is not enrolled in any other courses.

While graduate courses taken by undergraduates (and not used to meet undergraduate degree requirements) will appear on the undergraduate transcript, these courses are not counted toward the undergraduate degree or used in the calculation of the final GPA. The credits may be counted towards the graduate degree.

RETURNING NEWMAN UNIVERSITY STUDENTS

A student who was previously enrolled at Newman University, but has had an absence of two or more consecutive semesters (excluding summer term), must reactivate their official Newman University academic record through the Registrar's Office.

Returning students will be reactivated under the current academic catalog and assigned an advisor according to their declared major. If a student attended another post-secondary institution during their absence from Newman University, the student must submit all official transcripts at the time of re-enrollment. Re-enrollment into graduate programs must have approval from either the Dean or the Program Director of the graduate program.

Previously enrolled Newman University students do not need to go through the current application process. Please see the Registrar directly in order to

re-enroll into Newman University.

NON-DEGREE SEEKING STUDENTS

Newman University also admits students who wish to earn academic credit but are not pursuing a degree at Newman University. These include guest students pursuing a degree at another college or university, students wishing to take classes in advance of their first fall semester and all other students not enrolled as degree seekers. The criteria and any required documents are listed under each specific program. Non-degree-seeking students are not eligible for financial aid.

NON-DEGREE ADMISSION

Guest students from other colleges and universities and those students who have earned a baccalaureate degree are eligible to enroll as non-degree students. A non-degree admission application is available online or with the Admissions Office at the main campus or at any outreach site. Transcripts are not required.

Non-degree Non-degree students wishing to change their status to degree seeking must complete an application through the Office of Admissions as well as submit all required documents for review.

INTERNATIONAL APPLICANTS

Applicants must present a minimum score of 600 on the TOEFL (test of English as a Foreign Language) paper based exam, a score of 100 on the TOEFL internet exam, or show competency at level 7 on the IELTS (international English language testing system), and demonstrate verbal command of the English language. Students who have earned a bachelor degree from a U.S. college or university are exempt from this requirement.

Graduate international applicants must provide an official transcript with a posted baccalaureate degree from a regionally accredited college or university within the U.S. OR an official course by course evaluation of the transcript from the degree granting institution attended outside of the U.S. Evaluations may be completed by members of the National Association of Credential Evaluation Services (NACES). Visit naces.org to view a list of the approved NACES members. Official evaluations must be sent directly to Newman University. Information regarding these services may be obtained from the office of Admissions or the University website.

STUDENT LIFE

INDIVIDUALS APPLYING TO PARTICIPATE IN AN ON-CAMPUS PROGRAM AS AN F-1 VISA STUDENT MUST SUBMIT:

A completed Application for Admission, which can be found on the Newman University website. There is a non-refundable application fee for international applicants.

The results of the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS), ACT or SAT to confirm the applicant's proficiency in the English language. Test results must be sent directly from the testing agency to Newman University. The test date for these exams cannot be older than two (2) years at the time of application.

Affidavit of Sponsor form with proof of financial ability to meet all required expenses during studies. Certified bank statements from the applicant and any sponsors are required. Off-campus housing for international students under age 21 is not allowed unless living with a parent or legal guardian. Applicants may find more information about the dollar amounts required for documentation on Newman University's website.

STUDENT LIFE

The Department of Student Life supports the holistic development and success of students through community involvement and collaborative relationships in an environment driven by the core values of Newman University. Opportunities for recreation and learning beyond the boundaries of the classroom are provided, resulting in a comprehensive educational experience.

INTERCOLLEGIATE ATHLETICS

Newman is a member of the National Collegiate Athletic Association (NCAA), Division II. The university is now part of the Heartland Conference MIAA (Mid-America Intercollegiate Athletics Association). Newman fields intercollegiate teams in both men's and women's basketball, cross country, golf, soccer and tennis, as well as men's baseball and wrestling, and women's softball and volleyball. Newman also offers men's and women's bowling teams, and men and women's triathlon, which compete in intercollegiate conferences.

RESIDENCE LIFE

Community living is an integral part of the total education of a student. Newman University offers four options for on-campus living: Merlini Hall, Beata Hall, New Hall and Fugate Hall. These options facilitate the intellectual and social growth of students in a Christian community.

MERLINI HALL offers standard suite-style living. Each room accommodates one to two residents who share a common bathroom connecting two rooms. Residents staying in Merlini Hall have access to a recreation room with TVs and a ping pong table.

BEATA HALL features an expanded suite option where five residents, who each have a private bedroom, share two baths, a living room and a kitchenette.

CARROCCI HALL offers standard suite-style living with two bedrooms and a shared bath. These units are designed for two freshman students per bedroom.

FUGATE HALL features two- and four-bedroom apartments available only to upper-classmen and graduate students. Two-bedroom units include private bedrooms with full bath and kitchen. A limited number of four-bedroom apartments feature four bedrooms, two full baths, a kitchen and a common dining room and living area.

ADMISSIONS

EACH HALL is staffed by residence life personnel and/or student resident assistants. The staff is specially trained to help residents become leaders in the halls, on campus and in the community. Each building includes laundry facilities and free e-mail service, Internet and cable television hookups.

ACADEMIC & STUDENT SUPPORT SERVICES

RUNWAY LEARNING CENTER

301 SACRED HEART HALL, 316-942-4291, EXT. 2318

Runway Learning Center provides student support services and is committed to providing integrated services to empower students to realize and achieve their goals and to facilitate students making successful academic, career and personal transitions. The Center is located in room 301 of Sacred Heart Hall (Administration Building).

COMPUTERS/PRINTER: There are computers and printing available for student use. The computers contain software such as Microsoft Windows and Office, tutorials for nursing, algebra, pharmacology, psychology; Tableau Prep Building, Visual Studio 2019, Visual Studio Code.

ACADEMIC ADVISING: Personalized academic advising is provided through the Runway Learning Center to students who are undecided on a major, conditionally admitted, on academic probation or dismissed from an academic program, or otherwise unsure about how to proceed with selecting or changing a major.

TUTORING: Newman University offers free tutoring services (up to fifteen hours per month) to Newman students seeking help with their studies. The Center is equipped with professional staff and peer tutors to assist students in the successful completion of academic work. The peer tutoring program is certified through the CRLA (College Reading and Learning Association.)

The Center has set times for students to drop in for tutoring assistance and an online scheduler for individualized tutoring (<https://newmanu.mywconline.com>)

CAREER SERVICES: Counseling regarding career options, occupational interest testing and guidance in resume writing and interviewing skills is available. Online resume and interview assistance is available to on-and off-campus students. The Career Services staff also provides assistance to students in deciding on a major. A current library of career information, current job openings (Handshake), career planning courses are also

available. All services are confidential and free of charge.

PERSONAL COUNSELING: Confidential personal counseling is available without charge for students who wish to engage in self-exploration or to discuss concerns about college, family or personal life. Arrangements for personal counseling are made through the Runway Learning Center, room 301 of Sacred Heart Hall. A self-help reference library and listing of referrals and other resources is also available.

PROJECT CARE: Faculty and staff who are concerned about any aspect of a student's experiences or performance submit the student's name to Project Care. The Project Care Coordinator provides these students' referrals to academic assistance and support services.

ADA ACCOMMODATIONS: Students requesting accommodations through the Americans with Disability Act should make an appointment through the Runway Learning Center to meet with the director of ADA Service.

TESTING SERVICES: The testing services are located in room 301 of Sacred Heart Hall. To schedule an exam go to the online scheduler (<https://newmanu.mywconline.com>) and create an appointment. Tests offered include: Makeup exams, Newman University Placement, Residual ACT, and CLEP. Test preparation materials and registration bulletins are available for GRE, GRE subject exams, MCAT, GMAT, NCLEX, TOEFL, SAT, LSAT, DAT, PCAT, VETs, the Social Work Board Examination, OAT, and ACT.

INTERNATIONAL STUDENT SERVICES: Current and accepted Newman students who are on F-1 Student VISAs with advising regarding their time studying in the United States are provided needed services. Services provided include providing guidance on maintaining F-1 Immigration Status, help for F-1 students wishing to apply for employment permissions, advice in navigating University policies and processes, cultural adaptation assistance including domestic processes like getting a bank account, and ensuring that students maintain compliance with US Immigration Laws. Please note, International Student Services is not a legal service and does not supply legal immigration advice.



DUGAN LIBRARY

The Dugan Library, located within the Dugan Library and Campus Center complex, is the university's center of knowledge management. It offers students a central, inviting and comfortable place to conduct research, receive individual or group instruction, and obtain assistance with assignments. Two computer labs are available for students as well as access to the campus Wi-Fi network. Students may use the computers to access research databases, Web-based resources, type papers, check e-mail and print assignments and other needed documents.

Dugan Library provides high-quality research resources both in print and online. Thousands of print books are available for 30 day check out and millions of full-text articles are available for immediate download and use by students and faculty. Books not owned by Dugan Library may be borrowed from a network of thousands of libraries across the country. Copies of articles that are indexed but not available full-text in the databases may also be requested by students. This service is provided at no charge for current students and faculty. In addition to books, periodicals, databases, and videos, the library also has a digital video camera, projectors and laptops for students to check out for use in class presentations and other events.

The first floor houses magazines, journals, reference materials and videos, as well as public computers, a classroom for library instruction and the main circulation desk. The second floor is a designated quiet area with study rooms for group and individual use. Books available for check out are located on the second floor.

There are two special collections at Dugan Library. The Education Library provides curriculum materials (K-12) and children's literature for students preparing for careers in education. The Newman Collection is comprised of materials by and about the University's namesake, John Henry Cardinal Newman.

SERVICE LEARNING

An orientation toward service is an integral part of the Newman University experience. We are dedicated to helping students grow in their understanding of the interdependence of our global society and in their sense of civic responsibility. Students will have many opportunities to participate in service.

Each year, several student applicants travel to different areas of the country or world to serve those in need. These mission trips have been to a variety of places such as the inner city of Chicago, a Navajo reservation at Crownpoint, N.M. and a

STUDENT LIFE

Franciscan mission in Guaymas, Mexico.

CAMPUS MINISTRY

The Campus Ministry program offers a variety of programs and services, throughout the academic year, to all students. While Newman University is a Catholic institution, many of our students are not Catholic. The university is committed to providing a range of activities and services that meet the needs of students of many faiths.

For Catholic students, there is the opportunity to participate frequently in the celebration of the Eucharist or communion service. The Campus Ministry Office sponsors reconciliation services, scripture study, RCIA and service opportunities.

The Campus Ministry program is committed to the spiritual formation of Newman students. This reflects the university's commitment to go beyond the concept of instruction in the classroom or education within the institution.

It encompasses a commitment to help students become all they are capable of being through the development of sound moral principles and beliefs based on a Christian conscience.

STUDENT ORGANIZATIONS

Newman University recognizes a variety of student clubs and organizations that encourage engagement and involvement on campus. Registered Student Organizations (RSOs) agree to uphold the mission of the university, abide by the rules and regulations stated in the Registered Student Organization Manual, and are responsible for all behavior and actions of the organizations and its members. All student organizations are required to register with the Student Activities Office at the beginning of each academic year.

Student Leadership Organizations

CAMPUS ACTIVITIES BOARD (CAB): The Campus Activities Board is a student-led event programming organization at Newman University. CAB provides social, multicultural, recreation and educational activities for the University's students and other interested members of the campus community.

RESIDENT ASSISTANTS: A group of students who work together in the residence halls to provide assistance and ensure that all residents have a beneficial experience.

STUDENT GOVERNMENT ASSOCIATION

(SGA): The Student Government Association (SGA) is the governing body for Newman University students. SGA is responsible for governing student interests, advocating for student concerns, providing support and recognition for registered student organizations, and serving students by hosting activities and events that enhance Student Life.

STUDENT MINISTERS: A group of students who develop and coordinate spiritual programs and activities for other students.

HEALTH INSURANCE

International students are required to have health insurance throughout their stay at Newman University. The premium (cost) of the health insurance policy will be automatically billed to the student's account each semester.

Additional information regarding health related issues can be found in the Newman University Student Handbook Planner.

STUDENT CENTER

The Student Center is located in the Dugan Library and Campus Center building. The Student Center serves as a central gathering space for students. The area features pool tables, foosball, a fireplace lounge, computer lab, large screen televisions and wireless internet access.

STUDENT RESPONSIBILITY

The Student Handbook contains a listing of student rights and responsibilities. The Student Handbook augments this catalog and provides further information regarding student experiences at Newman University. Copies of the Student Handbook are available in the Academic and Student Affairs Office.

STUDENT CODE OF CONDUCT

The Student Code of Conduct at Newman University promotes student learning and development and a campus culture of respect and responsibility. We aim to encourage a community of acceptance and accountability by creating processes and policies designed to resolve conflict in an appropriate manner. We work collaboratively with students, faculty, staff, and community partners to communicate expectations and address concerning behaviors and potential violations of University policy and connect students to helping resources for education, empowerment, and encouragement of behavior change. Students are expected to observe what is going on around them and respond to the best of their ability, which may

EXPENSES & FINANCIAL AID

include notifying University officials, to influence a better outcome. Similarly, students are expected to report potential code violations to the appropriate authorities. It shall be the responsibility of each student to comply with appropriate standards of conduct and decorum befitting members of an educational community, to interact in a civil manner with other members of the University community, and to respect the property of others. Student conduct, individual and that of student groups, is expected to be in keeping with the University mission and the missions of the respective areas or offices (e.g., Athletics, Student Activities, Residence Life, Campus Activities Board Programs, etc.).

VOTER REGISTRATION

Voter registration forms are available in the waiting area for the Financial Aid Office, Student Accounts Office and Registrar's Office. All students are encouraged to register to vote in order to participate in the electoral process.

EXPENSES

The following expenses and fees are effective for the 2020-2021 academic school year. The university reserves the right to increase or otherwise change tuition rates, fees and other charges at any time prior to the beginning of any semester.

ROOM AND BOARD PER SEMESTER

Full-time students are required to live in the university housing facilities. The housing policy should be consulted for exemptions to this policy. Full meal service will be provided except during scheduled university close-down periods. Refer to the student handbook for specific dates.

- Are married

Room Rates

Please see the Newman University website for up to date information regarding room rates.

Meal Plans

Please see the Newman University website for up to date information regarding meal plan options and pricing.

TUITION PER SEMESTER —GRADUATE

Tuition for each Master of Science in Education credit hour \$440

Tuition for each Master of Science in Social Work credit hour \$616

Tuition for each Master of Science in Nurse Anesthesia credit hour \$1,157

Tuition for each Master of Business Administration credit hour \$687

Tuition for each Master of Arts in Theology credit hour \$499

Audit tuition per credit hour \$110

Workshop Rate \$167 per credit hour

EDUCATION-RELATED FEES

Graduate application fee . . . . .	.\$35
Non-refundable housing deposit . . . . .	.\$75
Institutional technology fee per credit hour . . . . .	.\$23
Infrastructure and Support fee per credit hour .	.\$12
Student activity fee** . . . . .	.\$355
Facility fee** . . . . .	.\$75
Examination/evaluation fee . . . . .	.\$30
Verification of nontraditional credit fee per credit hour . . . . .	.\$50
Graduation fee . . . . .	.\$100
Late Payment fee* . . . . .	.\$160
Transcript fee . . . . .	.\$8

* For students who fail to pay their tuition in full or who are not signed up with the NBS payment plan.

** Required of any undergraduate student enrolled for 6 or more credit hours on campus OR any student who resides in on-campus housing.

Each student must provide textbooks and supplies required.

NEWMAN UNIVERSITY STUDENT FINANCIALS RESPONSIBILITY STATEMENT

Agreement of Student Financial Responsibility

MY RESPONSIBILITY

I acknowledge that enrolling for courses at Newman University constitutes a financial obligation to the University. I understand and agree that I have personal financial responsibility for the payment of all tuition, fees, and other Newman University charges on my student account relating to my enrollment and/or attendance. I understand that, regardless of any expected reliance on any third-party resources, including but not limited to financial aid, family resources, employer reimbursement, government assistance or any other external resources, I remain personally and solely responsible for paying any and all outstanding balances.

Student Age

I understand and agree that if I am younger than the applicable age of majority when I execute this agreement that the educational services provided by Newman University are a necessity, and I am contractually obligated pursuant to the “doctrine of necessities.”

Bills

After I enroll, I understand that my bill will be made available online and I will be sent notification of its availability to my University (@newmanu.edu) e-mail address. If I do not receive an e-mail notification, I agree that I am still responsible for the required payment and it is my responsibility to log into JetStream to view and pay any and all charges by the due date. The current published tuition and fees schedules are available on the Newman University website as well as it is listed in this course catalog. Tuition and fees charges are subject to change every semester.

Third-Party Sponsors or Financial Aid

If I expect third party sources or financial aid to pay all or part of my financial obligation to the University, I understand that it is my responsibility to meet all requirements of grantors, lenders, employers, and other third parties on a timely basis to ensure disbursement of financial aid or sponsorships to my student account. I understand that if my financial aid or sponsorship is reduced

or cancelled for any reason, I remain responsible for any outstanding balance and for reimbursing to the University any amounts that I am not eligible to receive. I also agree that Newman University may discuss my account with any third party sponsors.

Payment Due Date

Tuition balance due dates are listed in the Schedule of Courses for each semester and online on the Tuition and Fees page. Students who enroll after said due dates will have 30 days to pay their balance.

Payment Plans

Newman University is pleased to offer the NBS monthly payment plan to enable students to more easily afford their educational expenses. NBS is a payment management plan that provides students with a low cost option for payment of tuition and other educational expenses. It is not a loan program; therefore, there is no debt, there are no interest or finance charges assessed and there is no credit check.

The NBS plan provides students with the flexibility in meeting their financial obligations to Newman University. With early registration and enrollment in the NBS plan, students have the opportunity to eliminate down payment and extend monthly payments up to six months for a semester plan or 12 months for an annual plan. Detailed information about the plan is available online as well as in the Student Accounts Office.

Late Fees

I understand Newman will assess a \$160 late payment fee for the first month each term for any unpaid tuition and fee balances and 1.5% monthly interest if I fail to pay in full or set up a payment plan by the due date.

Tuition Adjustment and Withdrawals

Upon withdrawing from the University, after the drop period, I may be eligible for a refund. The amount of refund due is subject to the official withdrawal date. I understand that the refund schedule is applied to tuition and room and board charges **only**. Fees and other charges are non-refundable when a student withdraws from a class. I understand that not attending class does not constitute an official withdrawal. A student who leaves the University without an official withdrawal or who is suspended or dismissed from the University is not entitled to a refund except as required by federal regulations. I understand that it is my responsibility to withdraw from the University within the appropriate deadlines for any semester in

order to avoid financial obligation.

I understand that a refund may only be available if a student completely withdraws from Newman University. There is no refund given for an individual course withdrawal.

Information on dropping or withdrawing can be found in the online schedule of courses information.

Refunds

Students with credit balances, after the posting of all charges and financial aid, are entitled to a refund. Refunds are mailed to the student at the current address on file. Refunds are issued only after verification of enrollment and class attendance. Refunds are mailed out within two weeks of the date that the credit is applied to the student's account.

Students with credit balances may choose to leave all or any part of their credit balance on their account. Students must notify Student Accounts in writing of this decision.

Any credit balance \$1.00 or less will not be refunded.

2020-2021 refund Schedule:

For 16 week sessions:

Prior to and including the 5th day of the term 100% Refund
 After 5th day up to and including the 10th day of the term 90% Refund
 After 10th day up to and including the 20th day of the term 75% Refund
 After 20th day up to and including the 30th day of the term 50% Refund
 After 30th day of the term no refund will be given

For 8 week sessions and less (including continuous terms):

Prior to and including the 5th day of the term 100% Refund
 After 5th day up to and including the 10th day of the term 50% Refund
 After 10th day of the term no refund will be given

Placement of Financial Holds

I understand Newman University will place a Financial Hold on my student record if I fail to pay all charges assessed to my student account by the due date. I also understand this Financial Hold will prevent the release of my academic transcripts and diploma and will prevent me from enrolling in future semesters until the debt has been paid in full.

Billing Disputes

I understand that if I believe a charge on my bill is incorrect, it is my responsibility to contact the department or office that has assessed the charge.

Collection Activity on Past Due Accounts

I understand that if my account becomes delinquent, Newman University reserves the right to pursue legal action against me, to transfer my delinquent account to a collection agency/third party service and/or report any delinquency to credit bureau(s). In addition to my outstanding balance, I agree to pay the University's costs and fees, including attorneys' fees and the fees of third party servicers/collection agencies, incurred in any litigation or collection activity resulting from my failure to pay.

Bankruptcy

I acknowledge that the enrollment action constitutes a financial obligation between me and the University and all proceeds of this agreement will be used for educational purposes and constitute an educational loan pursuant to 11 U.S.C. §523(a) (8). I understand and agree educational and related fees that are charged to my student account are non-dischargeable in bankruptcy absent an undue hardship determination will remain due after the bankruptcy is discharged, pursuant to United States Bankruptcy Code, 11U.S.C. §523(a) (8).

Appeals

I understand that there is not an appeals process for outstanding balances.

Business and Communication

I authorize Newman University and its agents, representatives, attorneys, and contractors (including collection agencies) to contact me at the current or any future mobile phone number, home phone number and email address I provide to Newman University, including by way of automated telephone dialing equipment, or artificial or prerecorded voice or text messages, for purposes of University business, including collecting any portion of my student financial obligation which is due or past due.

POLICY FOR FEDERAL FINANCIAL AID RECIPIENTS WHO WITHDRAW FROM NEWMAN UNIVERSITY

Complete Withdrawal/Drop from all classes

If you completely withdraw/drop from all of your classes, both you and Newman University (NU) may be required to repay some or all of the federal financial aid you have received for the semester. If you withdraw/drop, the Financial Aid Office is required by federal law to determine whether your NU refund should repay a portion or all of the financial aid that you received. If you completely withdraw/drop prior to the start of your courses or never attend any of your classes, all federal financial aid – including loans – will be returned to the federal aid programs.

After you withdraw/drop, if NU is required to return more money than is available from any tuition refund, you will be required to pay that difference to the Student Accounts Office.

What would happen if I failed to repay this aid?

If you fail to repay your portion of the Federal Direct Unsubsidized Loan or the Federal Teacher Education Assistance for College and Higher Education Grant, (TEACH) within 45 days, you will lose your eligibility to receive future federal and state aid. You will be reported to the Department of Education (ED) as an overpayment.

Partial Withdrawal

Withdrawing/Dropping courses within the term may require you to repay all or part of the federal aid you received. If you are considering dropping a class, it is important to visit with the Financial Aid Office before dropping to determine the impact on your financial aid.

Official Withdrawal/Drop

The student notifies the institution (usually the Registrar's Office) of their intent to withdraw and completes the withdrawal process. The student's withdrawal date is the date the student notifies NU of his/her withdrawal. The Financial Aid Office will use the withdrawal date to determine if financial aid needs to be adjusted. In the case of a student withdrawing completely from NU, the withdrawal date is determined by the date the student notifies the Registrar's Office.

Unofficial Withdrawals

For students who do not begin the official withdrawal process or receive all F's for a term, the withdrawal date will be the term midpoint (50%) or last date it was determined the student attended an "academically-related activity" whichever is latest. Academically related activities include:

- Physically attending a class where there is an opportunity for direct interaction between the instructor and students;
- Submitting an academic assignment;
- Taking an exam, an interactive tutorial, or computer-assisted instruction;
- Attending a study group that is assigned by the institution;
- Participating in an online discussion about academic matters; or
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course.

NU is required to determine the withdrawal date for withdrawal within 30 working days of the end of the period of enrollment, the academic year, or the program - whichever is earliest. The date of withdrawal is used in determining how much aid a student has earned.

Reducing Enrollment Levels

The Financial Aid Office monitors enrollment levels (number of credit hours taken) each term. If you drop courses and fall below the minimum credit hour requirements, you may be required to repay all or part of the aid you received. Any pending disbursement of your Federal Direct Unsubsidized loan(s) and/or Grad PLUS loan(s) may be cancelled if you withdraw or drop below half-time enrollment.

Additionally, the grace period on your Federal Direct Unsubsidized loans will begin once you withdraw or drop below half-time enrollment (three credit hours). Federal Unsubsidized loan borrowers have a six-month grace period before payments are required. If you withdraw or drop below half-time enrollment, and you have a Federal Unsubsidized, or GRAD PLUS loan, you should contact your loan servicer.

Future Financial Aid Eligibility/ Scholarships (SATISFACTORY ACADEMIC PROGRESS)

Dropping any number of credit hours or withdrawing completely can affect your future eligibility for financial aid because you may not meet Satisfactory Academic Progress (SAP) standards. If students drop below the required hours they will be put on warning the following semester. If students do not meet standards during this "warning" semester, they will become ineligible to receive the institutional scholarship. Students may file an appeal through the Financial Aid Appeals Committee. Please refer to the SAP policy in the catalog or visit the Financial Aid Office for more information.

Return of Federal Financial Aid Funds for Title IV Recipients

The Financial Aid Office at NU is required by the Department of Education (ED) to recalculate federal* financial aid eligibility for students who withdraw, drop out, or are dismissed prior to completing 60% of the semester. This is the required federal refund policy and does not take into account NU's institutional refund policy. The return of funds for Title IV recipients is a federally mandated calculation, which calculates the portion of federal loans and grants the student was entitled to earn by comparing the total number of calendar days in the term to the number of days completed before the student officially or unofficially withdrew.

If NU is required to return more money than is available from any tuition refund, then the student will show unpaid tuition and will be asked to pay that difference to the Student Accounts Office. Students may be required to repay funds directly to the ED, if repayment is not received within 45 days. The Financial Aid Office may collect funds on behalf of the ED within the first 45 days of withdrawal.

Recalculation will be based on the percentage of earned aid using the following formula:

The amount of Title IV financial aid that a student earns is determined by multiplying the percentage of the payment period completed by the total amount of Title IV aid disbursed or that could have been disbursed. The percentage completed is determined by the total days in that semester.

Days attended in the semester / Days in the semester = Percentage completed total

EXPENSES & FINANCIAL AID

If the percentage completed exceeds 60% or less, federal regulations state that the percentage earned is the same as the percentage completed. Compare the amount of financial aid earned and the amount already disbursed to the student to determine the amount of financial aid that is unearned. If the amount earned is less than the amount disbursed, Title IV financial aid must be returned.

Refund Distribution – Prescribed by Federal Law and Regulation

The refund is applied to the programs in the order they are listed:

1. Federal Direct Unsubsidized Loan
2. Federal Direct Graduate PLUS Loan
3. Federal Teacher Education Assistance for College and Higher Education Grant (TEACH)
4. Other Title IV Aid Programs

*Federal financial aid consists of Federal Teacher Education Assistance for College and Higher Education Grant (TEACH), Direct Unsubsidized Loan, and Graduate PLUS Loans.

FINANCIAL AID

Awarding Policy

The Financial Aid Office at Newman University assists academically capable and qualified students who might otherwise be unable to obtain an education at the university. The Financial Aid Office provides aid to all eligible students without regard to race, color, creed, sex, handicap, and national or ethnic origin.

To be considered for financial aid, applicants must (1) complete admission procedures, (2) submit the Free Application for Federal Student Aid, (3) submit any supplemental forms and (4) enroll in an eligible program and be degree-seeking. A student's financial aid is based on full-time enrollment unless otherwise noted on the award letter.

Student aid funds are made available only for purposes directly related to obtaining an education at Newman University, including tuition and fees, books and supplies, room and board, transportation and modest personal expenses. Classes being taken must be going toward an eligible academic program.

Should a student receiving federal funds find it necessary to withdraw from courses at Newman, the appropriate federal program must be refunded per the federal refund policy.

Satisfactory Academic Progress Requirements

U.S. Department of Education regulations require that Newman University establish Satisfactory Academic Progress standards for federal and state financial aid recipients. Students receiving Federal TEACH Grant, Federal Work Study, any Federal Direct Loan Programs, and/or other federal or state aid must meet the following standards to ensure that only those students demonstrating Satisfactory Academic Progress towards the completion of their educational programs continue to receive financial aid.

The standards of Satisfactory Academic Progress measure a student's performance in three areas: Qualitative Evaluation (cumulative grade point average), Quantitative Evaluation (cumulative completion rate), and Maximum Time Frame. Satisfactory Academic Progress will be measured at the end of every semester. Notification of failure to maintain Satisfactory Academic Progress will be mailed to the student's permanent address after the grades are posted.

QUALITATIVE EVALUATION (Cumulative GPA):

The Financial Aid Office evaluates grade point average as the measure of Qualitative Satisfactory Academic Progress (SAP) assessed by the Registrar's Office. Evaluation of SAP occurs after each semester (fall, spring, or summer). A student who is a recipient of Federal Title IV program funds during the semester will be evaluated. If the student meets GPA standards used by the Registrar, they are considered to meet Financial Aid SAP for the Qualitative Evaluation component.

Graduate	3.00 GPA
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QUANTITATIVE EVALUATION (Completion Rate/PACE):

The Financial Aid Office evaluates the Quantitative Satisfactory Academic Progress (SAP) by reviewing the cumulative rate of credit hours successfully completed as a percentage of total hours attempted. A student receiving Federal Title IV program funds must be progressing toward a degree or certificate. Transfer credit hours that apply to any degree or certificate at Newman University will be counted in the evaluation formula. Students must complete a minimum of 67% of the cumulative credit hours attempted. The Financial Aid Office

considers remedial or developmental credits in the calculation. Grades that qualify toward successful cumulative completion are A, B, C, D, and P. Grades that do not qualify are F, WD, and IN. A grade of IN, once the course is completed, will then be considered in evaluation of progress.

MAXIMUM TIMEFRAME: Federal regulations limit a student's eligibility for federal financial aid to no more than 150% of the published length of the educational program. All attempted, withdrawn, and/or transferred credits that apply to a student's program count toward this maximum time limit. If a student changes majors or degrees, the student may request that the timeframe be reevaluated for the new program.

Examples of maximum timeframe:

Graduate Degree	May not exceed 150% of the published length of the educational program.
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Transfer Hours: All transfer students applying for financial aid must meet the minimum standards described above. Financial aid will be held until transcripts from all schools attended by the student have been received and reviewed. It is required by federal regulations that all periods of enrollment be reviewed whether or not aid was previously received.

Financial Aid Warning: At the conclusion of each semester (including summer), all students receiving Title IV aid will be evaluated to determine whether or not they are maintaining Satisfactory Academic Progress (SAP). If the student is failing to meet SAP standards, the student will be placed on Financial Aid Warning for the following semester (for which the student is enrolled). Warning status will not prevent the student from receiving financial aid. If the student meets the minimum SAP standards during the warning period, the warning is then resolved with no further action. Students who are placed on Financial Aid Warning will receive written notification from the Financial Aid Office of their status.

Financial Aid Suspension: If at the end of the warning period the student again fails to meet the minimum SAP standards, the student will be placed on Financial Aid Suspension and cannot receive the assistance of federal or state financial aid. Students placed on Financial Aid Suspension (with the exception of those placed on Financial Aid Suspension for maximum timeframe) may have their aid reinstated when all Satisfactory

Academic Progress deficiencies have been met. A request of reinstatement will need to be made in writing. Students who are placed on Financial Aid Suspension will receive written notification from the Financial Aid Office of their status.

Appeal Process & Probation Status: Students who are suspended from financial aid may submit an appeal of the suspension if there are extenuating circumstances affecting the student's performance. Extenuating circumstances include (but are not limited to) illness, severe injury, or death in the family.

Appeal forms are available in the Financial Aid Office and are also included with the notification of Financial Aid Suspension. Appeals must be submitted a minimum of two weeks prior to the next term of enrollment or by the deadline specified in the notification. Appeals received after that date may not be considered.

Incomplete appeals will not be considered. Appeals must include the appeal request form, a signed, typed personal statement, a current mailing address, and a complete unofficial transcript printed from Jetstream. If appealing due to Maximum Timeframe Suspension, a Degree Plan will be required. The Degree Plan must be completed with the assistance of and signature of the student's advisor. The Degree Plan will be in addition to the items listed above.

Appeals will be reviewed by the Financial Aid Appeals Committee. If an appeal is approved and the student will be able to meet SAP standards by the end of the next enrollment period, the student will be placed on Financial Aid Probation. Students who are attending on Financial Aid Probation must successfully meet the minimum SAP standards by the end of the probation period to ensure continuation of financial aid eligibility.

The Financial Aid Office has the option based on professional judgment, to require a student placed on Warning or Probation to complete an Individual Academic Plan. The Individual Academic Plan will ensure the student is moving toward SAP in a specified timeframe. This may include one or more of the following: referral to support services, a reduced course load, scheduled counseling sessions, or adjustments to financial assistance. Students are expected to follow their Individual Academic Plan.

Appeal decisions will be e-mailed to the student following the Financial Aid Appeals Committee meeting. Aid will be based on available funding at the time of reinstatement.

All decisions of the Financial Aid Appeals Committee are FINAL. In the case of Financial

EXPENSES & FINANCIAL AID

Aid Suspension due to Maximum Time Frame, aid eligibility cannot be reinstated by student performance if the student's appeal is denied by the committee.

Financial Aid Warning, Probation, and Suspension are separate from Academic Probation and Suspension, which are monitored by the Registrar's Office.

STUDENT EMPLOYMENT

Part-time jobs are available on campus and off campus through both the Federal Work-Study Program and the Newman University Employment Program. Students are also assisted in locating off campus jobs through Student Services.

STUDENT LOANS

Federal Direct Unsubsidized Loans, and Federal Direct Graduate PLUS Loans are available and are not need based. A separate credit check is required for all Federal Direct PLUS loans. To be eligible for loans graduate students must be enrolled in 3 credit hours per term.

FEDERAL TEACHER EDUCATION ASSISTANCE FOR COLLEGE AND HIGHER EDUCATION (TEACH) GRANT—

Provides up to \$4,000 a year in grant assistance to students who are completing or who plan to complete course work needed to begin a career in teaching. In exchange for the grant, students must sign an Agreement to Serve as a full-time teacher at certain low-income schools and within certain high-need fields for at least four academic years within eight years after completing (or ceasing enrollment in) the course of study for which the candidate received a grant. If the grant recipient fails or refuses to carry out his or her teaching obligation, the amounts of the Federal TEACH Grants received will be converted to Federal Unsubsidized Direct Loan and must be repaid with interest that would have accrued since time of disbursement.

Recipients must have a cumulative GPA of 3.25 and must be accepted into an eligible program at Newman University. (ESOL Curriculum and Instruction and Reading Specialist Curriculum and Instruction.) Due to Sequestration, any Federal TEACH Grant first disbursed on or after Oct. 1, 2019 could receive a maximum award of \$3,764.

KANSAS TEACHER SERVICE

SCHOLARSHIP—The program requires applicants to meet eligibility requirements, to submit a separate scholarship application and supporting documents appropriate to each program and to complete the FAFSA.

OTHER EXTERNAL SCHOLARSHIPS

Students often have access to scholarships provided by a place of employment, churches, service clubs, other organizations, and foundations. All applicants are encouraged to explore such possibilities.

Free scholarship search engines on the Internet include: www.fastweb.com and www.finaid.org.

STUDENT LOAN INFORMATION

LOAN TYPES	INTEREST	FEES RATE	AMOUNTS	REPAYMENT AVAILABLE
NON-NEED BASED LOANS				
FEDERAL DIRECT UNSUBSIDIZED LOAN (Graduate)	6.60% as of July 1, 2019.	1.062% origination fee deducted from your loan. First disbursement on or after 10/1/2019 before 10/1/2020.	Graduate, \$20,500.	The borrower is responsible for interest charges from the date the loan is disbursed. Repayment begins 6 months after graduation withdrawal or dropping below half-time status. \$50 minimum monthly payment. Up to 10 years to repay.
FEDERAL DIRECT GRAD PLUS LOAN	7.60% as of July 1, 2019.	4.236% origination fee deducted from your loan. First disbursement on or after 10/1/2019 before 10/1/2020	Graduate and professional degree students must apply for maximum annual loan amount under the Federal Unsubsidized Loan Program. Loan amount is up to the cost of attendance minus other financial aid.	Repayment begins within 60 days after the loan is fully disbursed. Payments can be postponed while in school, via a request to the lender. \$50 minimum monthly payment. Up to 10 years to repay.
FEDERAL DIRECT CONSOLIDATION LOAN	Weighted average of all the loans you consolidate rounded up to the nearest whole percent.	No additional fees to the borrower.	Based upon the loans you consolidate.	Repayment may be based on a fixed, income sensitive or graduated repayment plan. The number of years you have to repay the loan depends on the outstanding student loan balance. For more information on consolidating your loans, contact your loan servicer.

Sample Repayment Chart for Federal Direct Loans

(Example based on 2019-2020 6.08%* during repayment period)

*Rate for Graduate students during 2019-2020

AMOUNT BORROWED	NUMBER OF PAY- MENTS	PAYMENT AT TIME OF REPAY- MENT	TOTAL INTEREST	TOTAL FINANCED
\$1,000	22	\$50	\$57	\$1,057
\$2,000	45	\$50	\$241	\$2,241
\$5,000	120	\$56	\$1686	\$6,686
\$10,000	120	\$112	\$3,371	\$13,371
\$20,500	120	\$229	\$6,910	\$27,410
\$41,000	120	\$457	\$13,820	\$54,820
\$60,000	120	\$669	\$20,224	\$80,224
\$75,000	120	\$836	\$25,281	\$100,281
\$90,000	120	\$1,003	\$30,337	\$120,337
\$100,000	120	\$1,114	\$33,707	\$133,707
\$110,000	120	\$1,226	\$37,078	\$147,078
\$120,000	120	\$1,337	\$40,449	\$160,449
\$130,000	120	\$1,449	\$43,820	\$173,820
\$138,500	120	\$1,543	\$46,685	\$185,185

Academic Information

GRADUATE STUDIES

Consistent with the mission of Newman University, the Graduate Studies Program seeks to prepare students for service to humanity, community and profession. Graduate programs build upon the foundation of undergraduate education to empower learners to achieve intellectually, ethically and professionally through programs that stress scholarship, leadership and Judeo-Christian values.

GOALS FOR GRADUATE STUDENTS

Newman University Graduate students will be able to:

Think critically and problem solve

Analyze critical issues within the context of the discipline to implement creative and effective solutions.

Communicate

Demonstrate oral and written communication skills inherent in advanced practice.

Be socially responsible

Incorporate an understanding of Judeo-Christian values and their ethical implications within diverse settings.

Utilize research

Assimilate scholarly inquiry into decision making.

ETHICS CODE

Newman University students are to function as ethical citizens including their work pursued in the academic community.

Integrity in the classroom is a definite expectation and is not to be violated in any manner. Violation of academic integrity includes:

1. Cheating on examinations, written quizzes, and other written work;
2. Plagiarism, defined as:
 - a. the use of another's written work without appropriate citation
 - b. the use of another student's work
 - c. the purchase and/or use of an already prepared paper
 - d. the use of Intellectual Properties (ideas or materials) from an author without proper documentation
 - e. downloading of materials from the Internet or World Wide Web and submitting them for credit (or partial credit) as one's own work;
3. Any violation of state or federal fair use, copyright, patent, or privacy laws;
4. Giving assistance to another person during an examination;
5. Falsification or changing of any academic record;
6. Falsification of research or clinical data;
7. Obtaining, attempting to obtain, or distributing unauthorized examinations or examination questions;
8. Use of a paper prepared for one course in another course without the evaluating professor's knowledge and permission.

An infraction of the Newman ethical code by a student on an examination, written work, or quiz will result in an "F" for that work. An individual faculty member may impose a more severe penalty. Within a professional or graduate program an ethical infraction may be referred to the Dean to review such occurrences. Graduate students will follow additional guidelines as published in their specific graduate student program handbooks.

Upon assignment of the consequence(s) the faculty/director will complete the Ethics Infraction Form and submit it to the Provost's Office for filing. Upon examination of the file the Provost may request a hearing of the Academic Review Board to review a pattern of ethical infractions.

A student who believes an error in judgment has occurred regarding either the infraction or the subsequent penalty may appeal the faculty decision. The request for appeal must be submitted in writing to the Provost within 30 days of receiving notice of the penalty.

Infractions of the ethical code requiring further review per the department's request or per the student's appeal will be adjudicated by the Academic Review Board. This Review Board consists of the Provost and Vice President for Academic Affairs, the School Director, and a faculty member of the student's choosing. The University may dismiss a student for ethical infractions.

COURSE EVALUATION AND GRADE POINT AVERAGE

Final evaluations are required for all courses each semester.

The evaluation system emphasizes achievement of the objectives of a course recognizing degree of accomplishment. Grade point average is based on a four-point system and is determined by dividing the total number of grade points earned in courses completed by the total number of resident credit hours attempted. The GPA is calculated only on work taken at Newman University.

The following four-point grading system is operative at the university:

A = 4.0

B = 3.0

C = 2.0

D = 1.0

P = 0.0 Passing

Credit earned with satisfactory achievement in courses so designated. Counted toward total hours for degree but excluded in the GPA calculation.

F = Failure

No credit earned, computed in GPA

WD = Official withdrawal

IN = Incomplete

A grade of "Incomplete" may be given only under extenuating circumstances, when failure to complete a course is due to no fault of the student. Extenuating circumstances may include current illness, serious personal problems, an accident, a recent death in the immediate family, a large and necessary increase in working hours, or other situations of equal gravity. The "IN" should not be based solely on a student's failure to complete work or as a means of raising his or her grade by doing additional work after the course has ended. The student and instructor shall agree to a plan of study and a timeline to complete the course requirements. The course work must be completed no later than the end of the next regular semester.

After this time, the “IN” automatically becomes an “F” (or other grade as indicated by the instructor at the time of application) and is included in the computation of the GPA. In case the instructor is not able to evaluate the student work, the dean of the school or his/her designee shall be empowered to evaluate the student work and assign a final grade. At the time of graduation, any remaining “IN” grades automatically change to an “F” and are included in the computation of the GPA.

FULL-TIME STATUS

Students enrolled for a minimum of six (6) credit hours per semester are considered full-time. Students who have financial aid may be required to carry more than 6 credit hours per semester; contact financial aid for clarification.

ACADEMIC STANDING POLICY FOR GRADUATE PROGRAMS

PROGRAM SOVEREIGNTY

Individual graduate programs may require more stringent requirements than those listed below. In the absence of different requirements, however, the following thresholds apply:

GOOD ACADEMIC STANDING -

A student is considered to be in good academic standing as long as he/she maintains a minimum 3.00 cumulative gpa and adheres to the newman code.

ACADEMIC PROBATION -

All students must maintain a minimum cumulative grade point average of 3.0 to be in good academic standing. A student will be placed on academic probation if his/her cumulative gpa falls below a 3.0 at the end of any academic term or if the students term gpa is below 2.0. Students on academic probation must bring their cumulative gpa back up to at least a 3.0 by the end of the next term. The student may have the option of raising the cumulative gpa by repeating a graduate course in which they received a grade of c or below.

ACADEMIC SUSPENSION -

- A student will be placed on academic suspension if any of the following occurs:
- The student fails to achieve a cumulative gpa of 3.0 within the next term after being placed on academic probation
- The student has two consecutive terms below a 2.0
- The student earns a term gpa of 0.0

If the student is enrolled in a course only graded as pass/fail and are mathematically unable to increase the gpa, the dean or program director will have discretion to permit the student to remain enrolled on a continued academic probationary status.

Students who have been academically suspended may reapply for admission after one term of non attendance. The application process must include a written explanation and request to the dean of the appropriate graduate program. A personal interview may also be required. Students readmitted after academic suspension will be admitted on academic probation. In addition, they must achieve a grade of b or higher in each of their classes in the next term in order to removed from academic probation, and/or meet any stipulations specified by the dean of the appropriate graduate degree program. Readmitted students who fail to meet this standard may be asked to withdraw permanently from the university. Students readmitted under this policy will be subject to the catalog requirements in effect at the time of readmission.

APPLICATION FOR DEGREE-

In order to graduate, the student must be in good academic standing, have a cumulative GPA of 3.0 and have met the program and university requirements. Degree applications must be filed within the time limits identified in the online Schedule of Courses. These applications are automatically sent to students only in the semester in which requirements will be completed. If you have questions regarding the degree application, contact the Registrar's Office at 316.942.4291 xt. 2121.

APPEAL FOR GRADE OR POLICY/PROCESS

Graduate students interested in pursuing a grade appeal or policy appeal must consult with the Dean of their school regarding acceptable appeal situations.

GRADE CHANGE DEADLINE

All grade changes, except for incompletes, must be submitted to the Registrar's Office no later than midterm of the semester following the semester in which the course was taken.

REPEATING OF COURSES

Students may repeat any course they have taken previously. Only the result of the final course attempt will be used in the cumulative grade point average, but all grades remain on the academic transcript.

DISMISSAL FROM ACADEMIC PROGRAMS

Students will refer to guidelines published in their respective graduate program student handbooks.

OUTREACH SITES

Kansas

Graduate level education courses leading to licensure endorsement and or a degree are offered at numerous sites other than the Newman campus.

Colorado

At its site in Colorado Springs, Newman University offers a Master of Social Work (MSW) program.

Online delivery of other graduate programs are also available. Please contact the Office of Graduate Admissions for further details.

VETERAN BENEFITS AND CERTIFICATIONS

Newman University programs are approved for Veterans Educational Benefits. Veterans and their dependents and spouses may be eligible for educational benefits through the U.S. Department of Veterans Affairs.

Students who hope to receive veterans' educational benefits at Newman University should request a Certificate of Eligibility (COE) from the VA at 1-888-GI BILL-1 or through the U.S. Department of Veterans Affairs website. The VA will determine whether or not a student is eligible for VA educational benefits. The Registrar's Office at Newman University requires a current copy of the COE before the student's first semester. In addition, an Enrollment Certification Request for VA

Education Benefits form must be submitted to the Registrar's Office prior to the start of each semester a student plans to use VA educational benefits. These documents must be completed and submitted to the Registrar's Office before certification can be processed.

Newman University is proud to participate in The Yellow Ribbon GI Educational Enhancement Program, which is designed for qualifying veterans and dependents who wish to attend a private university. A student's tuition and fees costs may exceed the standard Post-9/11 GI Bill® maximum benefit rate. The Yellow Ribbon Program is an agreement with the VA to help cover the additional costs. The VA will match Newman's additional contribution dollar-for-dollar so the student can attend Newman for little to no cost.

GI Bill® is a registered trademark of the United States Department of Veterans Affairs (VA).

VETERAN BENEFITS AND TRANSITION ACT OF 2018 - SECTION 103, PL 115-407

Newman University does not impose any penalty, including assessment of late fees, deny access to classes, libraries or other institutional facilities, or require a Chapter 31 or Chapter 33 recipient to borrow additional funds to cover the individual's inability to meet his/her financial obligations to Newman University due to the delayed disbursement of a payment by the U.S. Department of Veterans Affairs. This applies only if the payments are not received within 90 days of the beginning of the term.

Students are required to provide documentation to ensure they are entitled to GI Bill Benefits no later than the first day of the educational program in which they are enrolling.

The restriction on penalties would not apply in cases where the student owes additional payment to Newman University beyond the amount of the tuition and fee payment from VA to Newman.

MILITARY TDY

Newman University is committed to working with our students who are active duty military personnel. Active duty service members may receive orders for a temporary duty station (TDY).

The policy followed at Newman University is:

1. If the TDY is more than three weeks long and the military student knows ahead of time, the

- student is not enrolled in the class.
2. The faculty member works with the military student going on TDY by doing the following:
 - a. If the TDY falls during the beginning of the course and the faculty member does not think the student can make up the course work, the instructor can suggest the student withdraw from the course and submit a request to the Exceptions Committee to authorize a full tuition refund for the course.
 - b. If the TDY falls at the end of the semester, the faculty member can either give the student an incomplete, allow completion of the coursework/test when the student returns, or allow early completion of the coursework/test.

Listing of Disciplines with Abbreviations

BSAD	Business Administration
CHEM	Chemistry
EDUC	Education
HIST	History
MATH	Mathematics
NAN	Nurse Anesthesia
SWK	Social Work
THEO	Theology

Courses numbered in the 6000s, 7000s, 8000s and 9000s indicate graduate level courses. The credit value can be found in the course description.

INDEPENDENT STUDY COURSES – Graduate level independent study is indicated by the number 799-. The course title is identified in the approved proposal and the course may be repeated for credit with change of topic.

SELECTED TOPIC COURSES – Graduate level selected topics courses carry the number 688-. These courses are listed in the schedule as offered with the particular selected topic identified in the course title and may be repeated for credit with change of topic.

WORKSHOPS/SEMINARS are identified by the 699- for graduate credit. The title identifies the course content and these courses may be repeated for credit with change of topic.

PREREQUISITES, if any, for enrolling in a course are stated in the course description. **CONSENT** indicates required approval by a division chairperson, program director, or school director unless stated otherwise.

A course available for registration in more than one department is printed with full description in the primary department. It is listed in the others with a **CROSS REFERENCE**. Students have the option to register for the course in the department with the cross reference if they so specify.

A COURSE FAILING TO GAIN A SUFFICIENT NUMBER OF STUDENTS MAY BE CANCELLED AND WITHDRAWN FROM THE SCHEDULE OF OFFERINGS FOR ANY SEMESTER OR SESSION.

SCHOOL OF BUSINESS

Graduate Certificate Offered:

Data Analytics

Newman University's Graduate Certificate in Data Analytics affords a unique opportunity for professionals to acquire high-demand knowledge and skills within the span of a single calendar year. This certificate is designed for individuals who have already completed a bachelor's degree and desire to become a part of the growing community of data professionals. The knowledge and skills acquired will be immediately applicable across many fields, from banking to healthcare administration to sports analytics. And it will be relevant across all business units, from administration to marketing, finance, human resources, and supply chain management.

The coursework for this certificate can be applied directly toward the Master of Business Administration with Business Analytics concentration at Newman University. Those who have already completed an MBA or other graduate degree may add this certificate to further enhance their educational background.

Data Analytics Certificate Requirements	12 credit hours
BSAD 6433 Data Analysis & Visualization	3 credits
BSAD 6434 Database Systems & SQL	3 credits
BSAD 6863 Descriptive & Predictive Analysis	3 credits
BSAD 6873 Data Analytics Seminar	3 credits

Graduate Degrees Offered: Master of Business Administration (MBA).

Master of Business Administration

Program Description: The Newman MBA is a 36-credit hour program designed for the experienced working professional who, upon completion of the degree, will possess the appropriate knowledge, practical skills, and professional abilities necessary to fill executive-level positions in industry, government, or non-profit organizations. Students

have the flexibility to take a full-time or part-time course load with courses offered online. An integral part of the MBA experience is that students develop expertise in all aspects of executive leadership and organizational performance. Through the program, students develop competencies in the core functions of corporations while learning how to responsibly lead people and manage projects in an efficient, effective manner. All students will complete the standard MBA core courses, courses in at least one emphasis area, and a capstone course.

Admission Requirements

Prospective students may apply at any point in the calendar year. Once admitted to the MBA program, a student may begin his/her studies in any 8-week block in the academic year, subject to their plan of study. Admission to the program may be considered under the following circumstances:

Full Admission: An applicant must possess an undergraduate degree (any major) from an institution with accreditation recognized by the Council on Higher Education Accreditation (CHEA) with a cumulative GPA of 3.0. The applicant must also submit an entrance essay and all transcripts. The applicant may be required to submit additional admissions documentation to support his/her candidacy.

Conditional Admission: An applicant not meeting the criteria for full admission may still be considered for admission with other evidence of ability to complete the program of study. Conditional admission decisions are at the discretion of the Program Director and/or Dean of the School of Business. Some applicants may be required to complete additional coursework in order to adequately prepare for the program. An applicant so admitted will have these requirements listed on the Plan of Study.

Program Objectives: The objectives of the MBA program are consistent with the mission of Newman University and the Goals for Graduate Students. The primary goal of the MBA program is to provide a superior graduate level education that will prepare graduates for professional management careers in either private or public organizations, as well as for positions of leadership and increasing responsibility in business and society. Specifically, graduates of the Newman MBA program will be able to demonstrate the following:

- Possess a managerial perspective and knowledge of finance and accounting and be able to utilize and analyze financial/accounting information in the strategic decision-making process.
- Develop and apply innovative marketing strategies to position a product or service within

ACADEMIC INFORMATION

- a market.
- Be able to apply organizational behavior and leadership theories in order to motivate and lead employees toward the achievement of organizational objectives.
- Develop a broad understanding of economic practices, applications, and techniques directly related to business issues.
- Communicate ideas logically and persuasively in writing and/or speech, with emphasis on effective business presentations and executive presence.
- Survey the strategic landscape of an organization and make strategic decisions that position the firm for future success.

Recommended Program Preparation: Although not required, the School of Business strongly recommends that each MBA applicant have completed the following undergraduate coursework (or its equivalent) before entering the MBA program:

- One semester of College Algebra and/or Statistics
- One semester of Economics
- One semester of Finance
- One semester of Accounting

Progression Requirements: A grade of a C (70%) is considered a minimum passing grade for courses in the MBA program. Any grade below this minimum passing standard is considered a failing grade for program progression and for financial aid purposes. A grade of D or lower will not count toward meeting graduation requirements.

Plan of Study: At matriculation, each MBA student is issued a plan of study by the academic advisor. This plan of study outlines the scope, sequence, and dates of the student's required coursework. This plan of study must be on file in the Dean's office before the student initiates coursework.

Degree Requirements: below is a table showing the courses required for the MBA:

MASTER OF BUSINESS ADMINISTRATION CORE REQUIREMENTS	24 credit hours
BSAD 6000 Introduction to Graduate Studies	3 credits
BSAD 6103 Business Action Research	3 credits
BSAD 6133 Accounting	3 credits
BSAD 6203 Organizational Behavior	3 credits
BSAD 6303 Managerial Economics	3 credits
BSAD 6403 Marketing Management	3 credits
BSAD 6503 Financial Management	3 credits
BSAD 6983 Strategic Management	3 credits

Each student must select one of the following concentrations:

BUSINESS DATA ANALYTICS CONCENTRATION	12 credit hours
BSAD 6105 Personal Leadership Development	3 credits
BSAD 6433 Data Analysis & Visualization	3 credits
BSAD 6863 Descriptive & Predictive Analysis	3 credits
BSAD 6873 Data Analytics Seminar	3 credits

FINANCE CONCENTRATION	12 credit hours
BSAD 6523 Financial Management 2	3 credits
BSAD 6533 Apps in Financial Modeling	3 credits
BSAD 6553 Financial Statement Analysis	3 credits
BSAD 6573 Treasure Management	3 credits

HEALTH CARE ADMINISTRATION CONCENTRATION	12 credit hours
BSAD 6033 Organizational Change & Development	3 credits
BSAD 6105 Personal Leadership Development	3 credits
BSAD 6323 Health Care Economics	3 credits
BSAD 6933 Ethics in Health Care Administration	3 credits

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LEADERSHIP CONCENTRATION	12 credit hours
BSAD 6105 Personal Leadership Development	3 credits
BSAD 6107 Leadership Theory	3 credits
BSAD 6109 The Emotionally Intelligent Executive	3 credits
BSAD 6783 Executive Development	3 credits

SUPPLY CHAIN MANAGEMENT CONCENTRATION (select four courses from the following:)	12 credit hours
BSAD 6105 Personal Leadership Development	3 credits
BSAD 6223 Sourcing and Procurement	3 credits
BSAD 6233 Logistics	3 credits
BSAD 6763 Program Management	3 credits
BSAD 6773 Managing Cultural Differences	3 credits
BSAD 6783 Executive Development	3 credits
BSAD 6793 Supply Chain Management	3 credits
BSAD 6803 Financial Intelligence for Supply Chain	3 credits

Graduation Requirements: To be approved for graduation, a student must meet the following criteria:

- Successful completion of the core MBA sequence.
- Successful completion of at least one 12-credit emphasis area. Students may choose any combination of 12 credits from existing MBA concentration courses or choose one of the defined concentrations. Students may earn up to two concentrations as a part of the MBA, but students must declare both concentrations. In cases where concentration courses are shared, students need only complete the unduplicated courses to earn the concentration.
- Successful completion of the capstone course.
- Successful completion of a minimum of 36 credit hours with a cumulative GPA of 3.00 or higher.
- Any other specific requirement as defined in the student's plan of study.

SCHOOL OF EDUCATION AND SOCIAL WORK

Mission: The School of Education and Social Work ensures our graduates become caring and reflective practitioners who are intellectually, emotionally, and spiritually motivated to transform themselves, their school or organization, and society.

Graduate Degrees Offered: The Graduate Education program offers two Master of Science in Education degree programs:

MASTER OF SCIENCE IN EDUCATION DEGREE Admission Requirements

1. A completed application to the Graduate Studies Program must include:
 - a. Official transcripts of Bachelor's degree and all master's level courses. These must be submitted electronically from the accredited institution or school to Newman University's Office of Admissions through a secure, nationally recognized online platform. If an electronic version cannot be obtained, please contact the Office of Admissions.
 - b. Writing sample on the Philosophy of Education (Philosophy of Leadership for Building Leadership applicants).
 - c. Two positive references, including one supervisor.
2. A grade point average of 3.0 on a 4.0 scale for all undergraduate or previous graduate study for all degrees requiring a valid educator license is required. Students who do not meet the GPA requirement must visit with the program director for an individual review, in which case, the GRE may be required.
3. A current teaching license is required for all graduate education programs.
4. Building Leadership applicants must verify five years of full-time teaching experience by the end of the Building Leadership program.
5. Prospective students may apply at any point in the calendar year. Once admitted to the program, a

student may begin the program at any 8-week block, subject to the plan of study.

6. Graduate requirements are stated in the catalog in effect at the time of a student's matriculation into a graduate degree program. Full credit will be applied towards the master's degree for acceptable graduate work begun and completed within six years prior to the granting of the degree.

7. A graduate student must enroll within 12 months following acceptance. If the graduate student does not enroll within 12 months following acceptance, the admissions process must be reinitiated. Application files are not retained after the initial 12 month period.

Progression Requirements:

A grade of C (70%) is considered a minimum passing grade for courses in graduate education programs. Any grade below this minimum passing standard is considered a failing grade for program progression and for financial aid purposes. Completion of the required curriculum with a minimum cumulative GPA of 3.0 is required for graduation; a grade of D or lower will not count towards meeting graduation requirements. If a student earns a grade of C in more than 2 courses, they may be required to repeat courses to earn a grade higher than C.

Concentration in Building Leadership

33 hours:

EDUC 6003 Cultural Diversity
 EDUC 6013 Educational Law
 EDUC 6023 Research & Applications
 EDUC 6053 Adv Curriculum Methods
 EDUC 6063 Adv Instruct Methods
 EDUC 6073 Assessing Student Learning
 EDUC 6143 The Principalship
 EDUC 6153 Financial Resource Mgt
 EDUC 7063 Ldrship Theories & Phil
 EDUC 7093 Human Resource Develop
 EDUC 7591 Building Ldrship Practicum OR
 EDUC 7597 Building Ldrship Practicum 1 AND
 EDUC 7598 Building Ldrship Practicum 2

Concentration in Curriculum and Instruction

(33-36 total hours):

Each concentration requires the Core Components, Research, and Emphasis hours.

ACADEMIC INFORMATION

Core Components (12 hours):

EDUC 6003 Cultural Diversity
EDUC 6053 Advanced Curriculum Methods
(Interdisciplinary Curriculum Development)
EDUC 6063 Advanced Instructional Methods
EDUC 6073 Assessing Student Learning

Research (3 hours):

EDUC 6023 Research & Applications

Emphases:

English for Speakers of Other Languages (ESOL) Curriculum and Instruction

18 hours:

EDUC 6013 Educational Law or
EDUC 6553 Reciprocal Read & Writ
EDUC 6113 Applied Linguistics
EDUC 6123 ESOL Assessment
EDUC 6133 ESOL Methods
EDUC 7063 Ldrship Theories & Phil or
EDUC 6513 Access Lit & Inform Texts
EDUC 7590 ESOL Practicum or
EDUC 7595 ESOL Research

Reading Specialist Curriculum and Instruction

18 hours:

EDUC 6503 Knowledge & Beliefs
EDUC 6513 Access Lit & Inform Texts
EDUC 6543 Learn & Read Strategies
EDUC 6553 Reciprocal Read & Writ
EDUC 7063 Ldrship Theories & Phil
EDUC 7592 Reading Specialist Practicum

School Improvement and Teacher Leadership

18 hours:

EDUC 6083 Vision & Plan for Sch Improvement
EDUC 6093 Lead Networks of Collab Practice
EDUC 6193 Prof Learning in Emerging Contexts
EDUC 7043 Eval School Improve Initiatives &
Accountability Structures
BSAD 6953 Data Analytics for Improved Schools
EDUC 7073 Sustaining a Culture for Continuous
Improvement

Discipline Specific Pedagogy Emphases:

Chemistry Pedagogy Emphasis – 18 hours:

CHEM 6001 Advanced Spectroscopy
CHEM 6003 Advanced Chromatography
CHEM 6005 Discover-based Projects for High
School
Science Students
CHEM 6007 The Chemistry and Art of Food
Science

CHEM 6009 Advanced Chemistry Seminar I
(Inorganic and Organic Chemistry)
CHEM 6011 Advanced Chemistry Seminar II
(Physical and Analytical Chemistry)

History Pedagogy Emphasis – 18 hours:

HIST 6001 Mediterranean World
HIST 6003 Europe Emerges
HIST 6005 Revolutions in Science and Technology
HIST 6007 The Cold War in History and Memory
HIST 6009 World War II and Holocaust
HIST 6011 Turning Points in Contemporary
History

Math Pedagogy Emphasis – 18 hours:

MATH 6001 Seminal & Current Research In Math
Education with emphasis on Grades 11-14
MATH 6003 Standards-based Secondary Math
Instruction
MATH 6005 Strategies for Promoting Problem
Solving, Reasoning, and Modeling in Quantity,
Algebra, and Function for Teachers of Grades
11-14
MATH 6007 Growing Role of Modeling and
Statistics In Math for the 21st Century
MATH 6009 Strategies for Promoting Problem
Solving, Reasoning, and Modeling in Geometry,
Trigonometry, Calculus, and Discrete Math for
Teachers of Grades 11-4
MATH 6011 Reconsidering Curriculum in H.S.
and College Mathematics

LICENSURE ONLY REQUIREMENTS

Building Leadership Licensure 33 hours:

EDUC 6003 Cultural Diversity
EDUC 6013 Educational Law
EDUC 6023 Research and Applications
EDUC 6053 Advanced Curriculum Methods
EDUC 6063 Advanced Instructional Methods
EDUC 6073 Assessing Student Learning
EDUC 6143 The Principalship
EDUC 6153 Financial Resource Management
EDUC 7063 Leadership Theories and Philosophies
EDUC 7093 Human Resource Development
EDUC 7591 Building Leadership Practicum

Reading Specialist Licensure 33 hours:

EDUC 6003 Cultural Diversity
EDUC 6023 Research and Applications
EDUC 6053 Advanced Curriculum Methods
EDUC 6063 Advanced Instructional Methods
EDUC 6073 Assessing Student Learning
EDUC 6503 Knowledge and Beliefs about Reading
EDUC 6513 Access Litature and Informational
Text

EDUC 6543 Learning and Reading Strategies
 EDUC 6553 Reciprocal Reading and Writing
 EDUC 7063 Leadership Theories and Philosophies
 EDUC 7592 Reading Specialist Practicum

ESOL Endorsement 15 hours:

EDUC 6003 Cultural Diversity
 EDUC 6113 Applied Linguistics
 EDUC 6123 ESOL Assessment
 EDUC 6133 ESOL Methods
 EDUC 7590 ESOL Practicum

District Leadership Licensure 15 hours:

EDUC 7303 Leadership for Learning
 EDUC 7323 Leadership for Special Programs
 EDUC 7343 Leadership for Business Management
 EDUC 7363 The District Leader
 EDUC 7594 District Leadership

MASTER OF SOCIAL WORK PROGRAM

Graduate Degrees Offered: Master of Social Work (MSW)

Mission: The Newman University Master of Social Work program prepares social work leaders in advanced clinical practice who are committed to empowering individuals, families and communities through a lens of social justice and culturally-inclusive practice. The MSW program provides a transformative learning experience through the development and transmission of social work knowledge, values and skills.

School Distinctives: The MSW's cutting-edge curriculum prepares students for leadership in advanced clinical practice. The MSW program, with a concentration in trauma-competent practice, offers students a supportive and individualized education in the classroom and in the field. Graduates gain specialized knowledge and skills based on the latest advances in trauma theory, neuroscience, and evidence-based practice. This places graduates at the forefront of the social work profession and gives them a competitive edge in the job market. Small class sizes with highly experienced faculty allow for individualized, hands-on teaching. Class schedules are designed to accommodate working professionals.

The MSW program offers both a traditional and advanced standing option. The traditional Master of Social Work program requires 62 semester hours. The full-time option requires two years to complete the 62 credit hours of coursework and field work. The part-time option requires four years to complete. A combination of full and part-time is also available, requiring three years for completion.

Advanced standing admission is available for students with undergraduate degrees in social work from a CSWE accredited program. Both full-time and part-time options are available. Full-time advanced standing students can complete the required 34 credit hours in one year; part-time students can complete in two years.

ACADEMIC INFORMATION

Accreditation: Newman University is accredited by the Higher Learning Commission. The MSW Program is fully accredited by the Council on Social Work Education (CSWE). Graduates of the MSW program are eligible for licensure as professional social workers through the Behavioral Sciences Regulatory Board (BSRB) in Kansas and through the Department of Regulatory Agencies (DORA) in Colorado.

Admission Requirements:

1. A completed application to the Graduate Studies Program must include:

a. Bachelor's degree from a nationally accredited college or University. Advanced standing **ONLY** - must hold a degree from a baccalaureate social work program accredited by CSWE.

b. Official transcripts from the bachelor degree granting institution and any official transcripts of graduate work. Transcripts must be submitted electronically from the accredited institution or school to Newman University's Office of Admissions through a secure, nationally recognized online platform.

c. A cumulative GPA of 3.0 on a 4.0 scale for all undergraduate or previous graduate studies.

d. Three professional and/or academic recommendations, using the MSW recommendation form.

e. A personal statement/essay.

Program Objectives:

1. Prepare students to be ethical and competent social work practitioners.
2. Prepare students for culturally-inclusive and socially just practice.
3. Prepare students for leadership in trauma-competent social work practice.
4. Prepare students who are committed to lifelong learning and appreciate the dynamic and evolving nature of the social work profession.

Recommended Program Preparation:

Study in liberal arts. For purposes of admission, liberal arts include the following disciplines: English, speech, philosophy, history and the humanities, social sciences, math and the natural sciences.

Progression Requirements:

A grade of C (70%) is considered a minimum passing grade for courses at the graduate level. Any grade below this minimum passing standard is considered to be a failing grade for program progression and for financial aid purposes. Completion of the required curriculum with a minimum GPA of 3.0 is required for graduation; a grade of D or lower will not count toward meeting graduation requirements.

Degree Requirements:

Below is a table showing the courses required for the Master of Social Work program.

Graduation Requirements: A grade of C (70%) is considered a minimum passing grade for courses at the graduate level. Any grade below this minimum standard is considered to be a failing grade for program progression.

Licensure Disclosure: Graduates in Kansas are eligible for state licensure as an LSW through the Behavioral Sciences Regulatory Board (BSRB) and graduates in Colorado as an LSW through the Department of Regulatory Agencies (DORA). In both states, graduates are eligible for licensure as clinical social workers after two years of supervised post-MSW practice.

State Authorization: Graduates should check their home state requirements for licensure.

SCHOOL OF NURSING AND ALLIED HEALTH

Graduate Degrees Offered: Master of Science in Nurse Anesthesia (MSNA).

Mission: The School of Nursing and Allied Health is committed to the mission of Newman University, a Catholic and liberal arts university that incorporates career-oriented disciplines within its curricula. The purposes of the master's in nurse anesthesia program are to prepare nurses to assume an advanced role on the health care team as a Certified Registered Nurse Anesthetist (CRNA) and to provide for the continuing needs for nurse anesthetists in the community, state, region, and country.

School Distinctives: The nurse anesthesia program provides education for registered nurses to become advanced practice nurses providing quality, safe care in any setting requiring anesthesia administration. The program at Newman University has provided the education for many of the Certified Registered Nurse Anesthetists in the Wichita area. The nurse anesthesia program is one of only two in the state of Kansas.

Accreditation: The nurse anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). The COA is approved by the U.S. Department of Education and the Council for Higher Education Accreditation. The mission of the COA includes providing recognition of nurse anesthesia programs that meet nationally established standards of academic quality. This mission focuses on quality assessment and quality enhancement.

Admission Requirements: Admission to the nurse anesthesia program require:

- An unencumbered registered professional nurse license
- Bachelor of Science in nursing (applicants who do not meet this requirement will be evaluated on an individual basis)
- Grade Point Average (GPA) minimum of 3.0 on a 4.0 scale
- A minimum of one year full-time experience in a critical care setting
- A minimum Graduate Record Examination (GRE) score of 290
- Must have completed a statistics course including descriptive and inferential statistics
- Must have completed an undergraduate nursing research course

Program Objectives: The Master of Science in Nurse Anesthesia will prepare the graduate to:

1. synthesize knowledge and apply scientific and scholarly inquiry, analytical reasoning and decision making in the delivery of anesthesia;
2. assume an advanced role on the health care team as a Certified Registered Nurse Anesthetist (CRNA);
3. demonstrate oral and written communication skills inherent in advanced practice;
4. analyze health promotion activities and health outcomes;
5. incorporate those moral principles that have universal objective validity in advanced practice.

Progression Requirements: A grade of a C (75%) is considered a minimum passing grade for courses at the graduate level. Any grade below this minimum passing standard is considered to be a failing grade for program progression and for financial aid purposes. Completion of the required curriculum with a minimum cumulative GPA of 3.0 is required for graduation; a grade of D or lower will not count towards meeting graduation requirements. Students with a cumulative GPA or semester GPA below 3.0 will be placed on academic probation for the next semester (summer session counts as a semester for probationary purposes). Failure to achieve a GPA of 3.0 will result in dismissal from the program. Unsatisfactory performance in a clinical course will result in an F. Failure of a practicum experience will result in dismissal from the program.

ACADEMIC INFORMATION

Degree requirements: Below is a table showing the courses required for the Master of Science in Nurse Anesthesia (MSNA):

MASTER OF SCIENCE IN NURSE ANESTHESIA	60 credit hours
NAN 6004 Applied Anatomy	4 credits
NAN 6013 Advanced Physical Assessment	3 credits with lab
NAN 6014 Basic Principles of Nurse Anesthesia	4 credits
NAN 6022 Regional Anesthesia	2 credits
NAN 6023 Pharmacology for Anesthesia	3 credits
NAN 6024 Chemistry & Physics for Anesthesia	4 credits with lab
NAN 6033 Advanced Pharmacology	3 credits
NAN 6034 Advanced Pathophysiology	4 credits
NAN 6042 Professional Issues	2 credits
NAN 6043 Advanced Physiology	3 credits
NAN 6053 Clinical Practicum 1	3 credits
NAN 6062 Pathophysiology of Anesthesia 1	2 credits
NAN 6073 Clinical Practicum 2	3 credits
NAN 6083 Clinical Practicum 3	3 credits
NAN 6102 Pathophysiology of Anesthesia 2	2 credits
NAN 6113 Clinical Practicum 4	3 credits
NAN 6123 Clinical Practicum 5	3 credits
NAN 6132 Senior Seminar 1	2 credits
NAN 6141 Senior Seminar 2	1 credit
NAN 6143 Research Methods	3 credits
NAN 7591 Thesis	3 credits

Graduation Requirements: An overall GPA of 3.0 and no more than two C grades during the course of study is required for graduation. Students must complete the Self-Evaluation Examination (SEE) during Practicum 4 or 5 with a minimum score of 425 to complete the program. The SEE may be repeated to reach the minimum score.

Licensure Disclosure: The qualifications of applicants for a license to practice as a registered professional nurse in Kansas have been defined in KSA 65-1115 and as a registered nurse anesthetist in KSA 65-1152. These qualifications include satisfactory rehabilitation if the applicant has ever been convicted of a felony*

*No license to practice nursing shall be granted to a person with a felony conviction for a crime against persons as specified in Article 34 of Chapter 21 of Kansas Statutes Annotated.

State Authorization: Each state defines the qualification of applicants for a license to practice as a registered professional nurse and registered nurse anesthetist in Kansas per the laws and statutes of that state. Students planning to apply for licensure in a state other than Kansas should communicate with the State Board of Nursing for that state to confirm qualifications and any barriers to licensure.

MASTER OF SOCIAL

SCHOOL OF CATHOLIC STUDIES

“Always be ready o be able to give a reason for the hope that is in you.” 1 Peter 3:15

Graduate Degrees Offered: The School of Catholic Studies offers two graduate degrees in theology; the Master of Arts (MA) in Theology, and the Master of Theological Studies (MTS) degree.

Mission: Rooted in the Roman Catholic tradition, graduate theology provides students with the opportunity to explore the meaning and implications of their faith commitment. Students are challenged to examine the various components of faith expressed in scripture and the tradition of the church.

Distinctive Aspects of the Graduate Program: The Master of Theological Studies degree is a general catechetical degree for those working in parish ministry in a Roman Catholic context. The Master of Arts in Theology degree is a more rigorous degree, intended to prepare students to teach theology in a classroom setting as well as to prepare those interested in pursuing doctoral work in theology. The Master of Arts degree is based on most of the same coursework as the Master of Theological Studies degree, but also requires a completion of a thesis, a comprehensive examination at the conclusion of the program and passing a reading proficiency examination in one ancient foreign language (Latin or Greek) and in one modern foreign language (French, Spanish, Italian, or German).

The courses for the master’s programs in theology will be delivered online, but all those on scholarship are required to attend one mandatory “intensive weekend” per course on the Newman University campus. Students not on scholarship are encouraged, but not required, to attend these on-campus sessions.

Other distinctive aspects of the degree program include the opportunity to take a course in either Rome, Italy, or the Holy Land. These electives courses alternative and are offered every other year, normally over spring break.

Accreditation: The School of Catholic Studies receives its accreditation through Newman University’s accreditation with the Higher Learning Commission.

MASTER OF ARTS IN THEOLOGY DEGREE

Admission Requirements

Bachelor’s degree in theology or related field, such as philosophy or history from an accredited college or university with a GPA of 3.0 or higher.

One letter of recommendation from a former professor or other academic administrative professional (school principal or pastor) who can testify to academic ability.

A typed personal essay of no more than 700 words describing the applicant’s interest in theology and reasons for pursuing graduate study in this area.of the program and passing a reading proficiency examination in one ancient foreign language (Latin or Greek) and in one modern foreign language (French, Italian, German, or Spanish).

MASTER IN THEOLOGICAL STUDIES DEGREE

Admission Requirements

Bachelor's degree in theology or related field, such as philosophy or history from an accredited college or university with a GPA of 3.0 or higher.

One letter of recommendation from a former professor or other academic administrative professional (school principal or pastor) who can testify to academic ability.

A typed personal essay of no more than 700 words describing the applicant's interest in theology and reasons for pursuing graduate study in this area.

Program Objectives: The primary goal of the graduate program in theology at Newman University is to provide a superior educational and transformative educational experience which will allow them to work in various pastoral settings with confidence.

Specifically, graduates of the program will be able to do the following:

1. Use various methods of biblical interpretation in order to analyze particular biblical texts.
2. Critically analyze and assess the value of contemporary theological works.
3. Situate various doctrinal formulations within the history of the Catholic tradition.
4. Demonstrate the pedagogical ability to communicate theological concepts in a clear and engaging manner.
5. Develop the capacity for theological research and to be able to present a variety of theological resources in their own voice as authors.

Progression requirements: A grade of C (70%) is considered a minimum passing grade for courses at the graduate level. Any grade below this minimum passing standard is considered to be a failing grade for program progression and for financial aid purposes. Completion of the required curriculum with a minimum GPA of 3.0 is required for graduation; a grade of D or lower will not count towards meeting graduation requirements.

Degree requirements: Below is a table showing the courses required for the Master of Arts (MA) in Theology degree:

MASTER OF ARTS IN THEOLOGY	30 credit hours
THEO 6003 The God Who Pursues	3 credits
THEO 6103 Athanasius, Augustine, and Aquinas	3 credits
THEO 6213 Old Testament Theology	3 credits
THEO 6233 The Church in the New Testament	3 credits
THEO 6253 The Four-Fold Gospel	3 credits
THEO 6313 Controversies in Church History	3 credits
THEO 6343 Foundations in Moral Theology	3 credits
THEO 6413 Current Issues in Moral Theology	3 credits
THEO 7590 Research Methods in Theology	3 credits
THEO 7591 Thesis	3 credits

ACADEMIC INFORMATION

Degree requirements: Below is a table showing the courses required for the Master of Theological Studies (MTS) degree:

MASTER OF THEOLOGICAL STUDIES	30 credit hours
THEO 6003 The God Who Pursues	3 credits
THEO 6103 Athanasius, Augustine, and Aquinas	3 credits
THEO 6213 Old Testament Theology	3 credits
THEO 6233 The Church in the New Testament	3 credits
THEO 6253 The Four-Fold Gospel	3 credits
THEO 6313 Controversies in Church History	3 credits
THEO 6343 Foundations in Moral Theology	3 credits
THEO 6353 Liturgy and the RCIA	3 credits
THEO 6413 Current Issues in Moral Theology	3 credits
THEO 6543 Newman and the New Evangelization	3 credits
or THEO 6713 Christian Rome (course meets in Rome, Italy)	
or THEO 6883 The Holy Land (course meets in Israel)	

GRADUATE COURSES OF INSTRUCTION

BUSINESS ADMINISTRATION (BSAD)

The Master of Business Administration Degree is an integrated learning experience for those seeking to hone their understanding of organizations and the leadership that is needed in a society experiencing rapid change. The program is designed to encourage students to think critically, work in teams, envision a global future, and be positive forces for change in organizations and society.

6000 Introduction to Graduate Studies (3)

This course provides an orientation to graduate study at Newman University, including learning expectations and policies, an introduction to learning teams, and information concerning library resources and research techniques.

6033 Organizational Change and Development (3)

A study of organizational change theory, process and models; the role of change agents; organizational diagnosis and intervention; culture, process, strategy, structure and technology changes in organizations, and measurement of change effectiveness.

6103 Business Action Research (3)

This course will familiarize students with business action research. The purpose of action research is to improve a practice and/or process, better understand a business discipline, or present an alternative for improving a particular business practice. The major work for the course will be the completion of either a research project, a consulting related project, a new model for an improved method of a professional practice, or an improved business process. Students will complete an individual research proposal based on a business topic of interest, the proposed scholarly materials (both classic and modern), interview source(s), and selected industry resources.

6105 Personal Leadership Development (3)

This course was designed to present a theoretical and practical framework for developing and enhancing personal leadership. Course emphasis will be on leadership development through the use of validated leadership assessments, the creation of a personal leadership strategic plan, a fundamental understanding of leadership, as well as prerequisites for leadership effectiveness. Focus will include understanding the practices, experiences, and resources that will foster leadership growth and enhance leadership skills. Particular emphasis is given to the discovery of individual strengths and opportunity areas.

6107 Leadership Theory (3)

This course will provide students with a survey of leadership theories from the early 1900s to modern day. Students will learn the primary leadership theories of skill, trait, transactional, transformational, situational, servant leadership, and charismatic leadership. Attention will also be given to more theoretically obscure theories such as leader-member exchange, the psychodynamic approach, and path-goal theory in order to enhance understanding of the complexities associated with leading. While the overarching purpose of the course is to establish a solid, theoretical understanding of leadership theory, students will continue self-discovery through assessment and continued work on their personal leadership plan initiated in the “Personal Leadership Development” course.

6109 The Emotionally Intelligent Executive (3)

This course serves as an exploration of the benefits, principles, and applications of emotional intelligence (EQ). This course will examine EQ within the framework of business and through high performance within professional settings. It highlights methods that are used to create positive and productive worksite conditions and support individual employee success. Using strategies presented through both the ability and emotional-social competence models, students are taught leadership within today's diverse organizational environment.

6133 Accounting (3)

A study of the use of the accounting information system in the allocation of resources by the capital markets as well as within an organization for planning, control, and decision-making.

6203 Organizational Behavior (3)

Organizational Behavior analyzes the behavioral and structural aspects of organizations. It looks at the world of organizational behavior, individual behavior in organizations, groups and social processes, organizational processes, and the evolving organization. Upon successful completion of this course, students can expect to have a mastery of the vocabulary, concepts, and theories of organizational behavior and an ability to analyze case studies and problems in actual organizations and to provide insightful recommendations.

6213 Talent Management (3)

This course challenges graduate learners to examine and manipulate the major activities and subject areas necessary for the successful management of an organization's human resources. Topic areas include strategic human resource planning, labor law, recruitment and selections, development, talent management, compensation and benefits.

6223 Sourcing and Procurement (3)

This course studies the tools and techniques of acquisitions and materials procurement. Students examine the functional roles of those individuals having responsibility in this area. The course includes discussion of acquisition law, operations management, pricing, and negotiations.

6233 Logistics (3)

This course provides an in-depth surveys logistical models and techniques for the movement of physical products. There is a focus on planning models for production/inventory/distribution strategies using ground, rail, sea, and air. Topics include may include vehicle routing problems, lot sizing inventory models, pricing models, and integration problems arising in supply chain management.

6303 Managerial Economics (3)

Managerial Economics provides students with the tools from intermediate microeconomics, game theory, and industrial organization that they need to make sound managerial decisions. The course focuses on a balanced coverage of modern and traditional topics. Key topics include demand analysis, economic forecasting, production, cost analysis, the economics of organization, market structure and strategic behavior, pricing techniques, and government regulation and its implications for firm behavior.

6323 Health Care Economics (3)

This course explores how microeconomic principles apply to health care delivery and its policies. Coverage includes the changing nature of health care, the social and political sides of issues, and the future of health care delivery and finance under the Affordable Care Act.

6403 Marketing Management (3)

Marketing Management's decision-focused approach provides students with specific tools and frameworks for making marketing decisions. The focus of the course helps students take advantage of the conditions in which the firm finds itself—both internally, in terms of the firm's mission and competencies, and externally, in terms of the market and competitive context in which it operates.

6433 Data Analysis & Visualization (3)

This course will explore current trends in data analysis, with a focus on descriptive analytics and data visualization. Students will develop proficiency in designing and developing interactive digital dashboards using software such as Tableau Desktop, Microsoft Power BI, etc. *Requires a computer with a current version of Microsoft Office and the system requirements necessary for required course software.*

6434 Database Systems & SQL (3)

A graduate-level survey of current database technologies with hands-on experience designing, managing, and querying databases. Includes training in SQL for composing queries.

6503 Financial Management 1 (3)

An introduction to the theoretical framework for financial management of business enterprises and application of those principles to specific financial decisions. Students will examine financial analysis and long-term planning, time value of money, discounted cash flow analysis, bond and stock valuation, capital budgeting in investment decisions, and project analysis and evaluation.

6523 Financial Management 2 (3)

This course extends and expands materials learned in BSAD 6503 Financial Management 1. Students will study the linkage between current finance theory and practice, including capital markets, cost of capital, capital formation, leverage and capital structure, risk and return, financial instruments, dividends and dividend policy, and mergers and acquisitions.

6533 Applications in Financial Modeling (3)

This course is an introduction to the best practices in financial modeling with Excel. Students learn to develop financial models with financial information to perform analysis and problem solving. This hands-on course provides the necessary skills to apply theories, concepts, and spreadsheet functions for effective financial analysis, graphical representations, and decision-making.

6553 Financial Statement Analysis (3)

An in-depth study of financial statement analysis for debt and equity financing, cash flow forecasting, regulatory compliance, and information content. Topics include analysis of firms' strategies (profitability and risk analysis with ratios), accounting quality analysis, forecasting and valuation.

6573 Treasury Management (3)

A study of the tools of liquidity management in the firm. Topics include working capital management, liquidity and financial flexibility, cash forecasting, credit policies, options valuation, and the management of financial risk.

6590 Independent Study in Business Administration (3)**6763 Program Management (3)**

This course covers key components of project management including project integration, project scope management, project time and cost management, quality management, human resource considerations, communications, risk management, and procurement management.

6773 Managing Cultural Differences (3)

A study of strategies and techniques for successfully working within multi-cultural environments at home and abroad. Specific treatment is given to different cultural influences on behavior, communication, and decision-making in Latin America, North America, Asia, Europe and the Middle East.

6783 Executive Development (3)

An advanced course in managerial philosophy and techniques. The emphasis is placed on the self-development of the executive. The functions of planning, organizing, motivating, and communicating are all developed at length. A large number of source books are used. Emphasis will be placed on emerging managerial prospects, ethical and moral issues, and the challenge of change.

6793 Supply Chain Management (3)

A study of logistics and overall supply chain management and how these functions interface with the other functions of the firm. Coverage includes, but is not limited to, the implications of supply chain operations on customer service, transportation, operations, warehousing, inventory management, information technology, channels of distribution, and corporate strategy.

6803 Financial Intelligence for Supply Chain (3)

This course prepares students to understand the role of supply chain and its influence on the financial performance of the firm.

6853 Database Management for Decision Makers (3)

A study of the data needs of functions such as marketing, finance, production, etc. The course will focus on learning data base management skills needed to design, develop and use a data base, data warehousing, and data mining systems for effective decision-support.

6863 Descriptive & Predictive Analytics (3)

Students will deepen their understanding of data analysis processes, tools, and techniques, including both descriptive and predictive analytics. Students will advance their proficiency with industry-leading analytics and visualization software and refine their presentation and reporting skills. Requires a computer with a current version of Microsoft Office and the system requirements necessary for required course software.

6873 Data Analytics Seminar (3)

Advanced study of current trends, methods, and techniques in data analysis processes and procedures, culminating in one or more significant projects, designed to prepare students to place a leadership role in real-world analytics projects. *Requires a computer with a current version of Microsoft Office and the system requirements necessary for required course software*

688- Selected Topics in Business Administration

Course content varies. May be repeated for credit with change of topic.

6913 Business and Society (3)

Business and Society examines the role of government regulation as well as the need for new models of business-community collaboration. Business and Society emphasizes that businesses have social (as well as economic) responsibilities to society; that business and government both have important roles to play in the modern economy; and that ethics and integrity are essential to personal fulfillment and to business success.

6933 Ethics in Health Care Administration (3)

Topics covered in this course include Principles and models for the recognition, analysis, and resolution of ethical dilemmas in health occupations; legal responsibility; workplace safety; and the health care facility's obligation to provide protection from injury for patients, their families, and staff.

6953 Data Analytics for Improved Schools (3)

This graduate level course helps school leaders develop and use data to communicate informed decisions. Completers of this course will facilitate data discussions to help stakeholders discuss ways in which data can inform ongoing decision-making.

6983 Strategic Management (3)

Strategic Management teaches what it means to reason strategically about a company's situation and provides the student the formal tools and techniques of strategic analysis, constructing strategy, and then its successful implementation. The skills-building portion of the course, built around case analysis and management simulation exercise, drills students in the application of essential concepts and analytical tools.

699- Workshop/Seminar in Business Administration

May be repeated for credit with change of topic.

CHEMISTRY (CHEM)

6001 Advanced Spectroscopy (3)

Students will explore the theory and practice of IR, NMR, and mass spectroscopy, and their applications in determining the structure of organic compounds. Students will have hands-on experience with these instruments in the laboratory.

6003 Advanced Chromatography (3)

Students will learn the theory, practice, and application of a variety of chromatography techniques, including gas chromatography, GC-mass spectroscopy, and high pressure liquid chromatography. Students will have hands-on experience with these instruments in the laboratory.

6005 Discovery-Based Projects for High School Science Students (3)

This course will explore the theoretical and practical consideration of developing a discovery-based curriculum for high school science students. Projects will be developed and tested in the laboratory.

6007 The Chemistry and Art of Food Science (3)

Students will explore the science underpinning food preparation, including calorimetry, chemical and physical properties of edible molecules, metabolism, and the role that recipe components have of the final culinary preparation. The artistic and aesthetic aspects of food preparation will also be explored.

6009 Advanced Chemistry Seminar 1 (Inorganic and Organic Chemistry) (3)

Topics will vary, but the course will focus on current literature in organic and inorganic chemistry.

6011 Advanced Chemistry Seminar 2 (Physical and Analytical Chemistry) (3)

Topics will vary, but the course will focus on current literature in physical and analytical chemistry.

EDUCATION (EDUC)

The Newman Graduate Education program offers four Master of Science in Education degree programs: Building Leadership, Organizational Leadership, English for Speakers of Other Languages (ESOL) Curriculum and Instruction, and Reading Specialist Curriculum and Instruction.

The Building Leadership graduate program is composed of 33 credit hours that provide licensed educators with insights, skills, and methods necessary to be effective building leaders. The Building Leadership Program is composed of 11 specific courses that prepare candidates to successfully pass the School Leadership Licensure Assessment (SLLA) and apply for their first PreK-12 Conditional Building Leadership License in the state of Kansas. The school-based Building Leadership Practicum is a capstone course that provides the candidate with 150 hours of leadership mentoring.

The ESOL Curriculum and Instruction graduate program is comprised of 11 courses or 33 credit hours for licensed educators designed for full-time working teachers that provides them with the knowledge, skills and attitudes essential for excellence in teaching all students, especially those students for whom English is a second language. Teachers also receive a solid grounding to be able to assist in curriculum development and instruction leadership. This degree prepares teachers to successfully complete the praxis exam and add the ESOL endorsement to their license.

The Reading Specialist Curriculum and Instruction graduate program includes 11 courses or 33 credit hours for licensed educators designed to provide the insights, skills, and methods needed to develop and deliver reading instructional strategies and interventions for students, as well as to provide leadership in a PreK-12 school reading program. This degree places emphasis on the design and organization of a school reading program, the development of knowledge and beliefs about reading, and the organization of a reading program. The program prepares candidates to complete the praxis exam for school specialist licensure in Reading Specialist.

The Organizational Leadership graduate program includes 11 courses or 33 credit hours designed for anyone interested in developing themselves and others by sharpening 21st Century leadership best practices required in today's multicultural, interconnected, and complex work environments. Candidates develop their leadership potential for use in diverse settings including military, government, health care, corporate, small business, nonprofit, religious, and education. Candidates study and compare various leadership coaching models to enhance their abilities to mentor and guide others to achieve peak performance. Candidates learn skillsets essential for valuing diversity, resolving conflicts, conducting difficult conversations, facilitating professional learning, leading change in the face of resistance. Additionally, the program prepares candidates to implement continuous quality improvement in their organization. One does not need to be a licensed educator for acceptance to this program.

Licensure Endorsement Programs only are also offered for Building Leadership, District Leadership, ESOL, and Reading Specialist.

6003 Cultural Diversity (3)

This course explores the impact of culture and language on learning, teaching, and current educational practices and policy. Learners in this course examine the issues of culture and cultural diversity with a focus on the differences and similarities of cultural groups that comprise American culture. Learners will conduct research including interviews and field experiences to learn more about other cultures.

6013 Educational Law (3)

This course is a study of educational law as it impacts the formation of school policies which relate directly to the classroom. Learners complete a major policy review project demonstrating effective writing and communication skills.

6023 Research and Applications (3)

Learners develop skills in analyzing and evaluating research, and understanding the basic concepts of quantitative and qualitative research design, measurement, and quality improvement practices. Learners complete a literature review in a research proposal to be implemented in their capstone course.

6053 Advanced Curriculum Methods (3)

This course is an advanced study with systemic view of curriculum development, assessment, and professional learning for implementation of standards in an organization. Students also learn various models for leaders to monitor the curriculum.

6063 Advanced Instructional Methods (3)

Learners study various research bases of effective methods of instruction. An emphasis is placed on the application of various learning and instructional theories to group settings.

6073 Assessing Student Learning (3)

Students in this course will learn assessment methods to determine the degree to which students have learned or mastered material, skills, and competencies using contemporary methods (performance-based, formative, summative, adaptive) in a variety of contexts. Students will determine the validity and reliability of assessment approaches. Students will critically analyze assessment results to make informed decisions, leading to ongoing professional growth of the teacher and necessary support of the students.

6083 Vision and Planning for School Improvement (3)

This graduate level course provides teacher leaders and administrators with an overview of ongoing continuous improvement for schools and school systems.

6093 Leading Networks of Collaborative Practice (3)

This graduate level course provides teacher leaders and administrators with an overview of structures to deliver collaborative professional practice across a school district. This includes the importance of creating opportunities for teacher leadership across the organization.

6113 Applied Linguistics (3)

This course examines systems of language, theories of first and second language acquisition, and how native language and literacy support second language learning. Learners will analyze theories and research in second language acquisition. Learners will apply language acquisition and linguistics knowledge to classroom practice to support English learners in acquiring proficiency in English and literacy in content areas.

6123 ESOL Assessment (3)

This course explores assessment for determining English language proficiency, procedures for student identification, placement and exit from ESOL services, and state and federal ESOL program policy and guidelines. Learners will identify issues in assessment that may produce invalid measurement of linguistically diverse students, such as language barriers and cultural bias, and modify content-based assessments for accessibility for English language learners. Learners will apply and reflect on formative and authentic assessment techniques that include student self-assessment and feedback for ELL students.

6133 ESOL Methods (3)

The course examines evidence-based pedagogy for teaching English learners with a special emphasis on differentiation techniques that allow students with varying ranges of English language proficiency to participate in critical thinking processes and meet grade-level content and language standards. Learners will apply knowledge from the course to create and implement lessons with attention to language development in reading, writing, listening, and speaking in content areas. Learners will review current literature on instruction and learning for English learners including the use of native language to support English learning. Learners also explore the history of language teaching, methodologies and identify influence in current practice.

6143 The Principalship (3)

Candidates examine the many challenges facing administrators and learn ways to implement the KSDE Building Leadership Standards and the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders. Candidates complete a School Enhancement Project for their school and show effective written and communication skills.

6153 Financial Resource Management (3)

Learners understand basic constitutional issues related to students, school personnel and school systems operation. An emphasis is placed on understanding various school funding sources and the development of skills in budgeting educational funds at the building level.

6173 Foundations of Human Resources (3)

This course provides graduate learners exposure to the foundations of organizational management and support for employees. Students will learn the basics of compliance issues, strategic human resource planning, recruitment and retention of the best employees, talent development, and termination of poor performers. Skills also include how to effectively and efficiently manage a diverse workforce, appraise job performance, coach and counsel, conduct conflict mediation, and identify legal pitfalls to stay out of court. In addition, learners will develop a current Vita and practice effective interview skills.

6183 Strategic Planning (3)

Strategic planning is essential for all public, private, for-profit and non-profit organizations, and offers a method for organizations to articulate and assess stakeholder priorities, mission, mandates, strategies, opportunities and threats to the organization as well as a powerful organizational vision. Students develop knowledge and application of the strategic planning process.

6193 Professional Learning in Emerging Contexts (3)

This graduate level course helps school and district leaders understand the importance of ongoing professional learning and andragogy leading high quality professional learning to engage multiple stakeholders.

6503 Knowledge and Beliefs About Reading (3)

This introductory course focuses on the history of reading and prominent reading research figures, how reading instruction has changed over the years, and how an historical and research-based perspective affects the students' personal philosophy of reading instruction.

6513 Accessing Literature and Informational Text (3)

This course expands students' knowledge of literature and informational genres and focuses on identifying text access points for complex and considerate texts. Students will use appropriate strategies for the text/genre selected to ensure they scaffold instruction and employ the Gradual-Release-of-Responsibility Model for student success.

6543 Learning and Reading Strategies (3)

This course provides an in-depth understanding of the five components of reading instruction. Students will study and select research-based strategies and curriculum resources to meet identified learners' needs. Students will be able to prepare lessons and model effective teaching practices involving multisensory techniques and scaffolded-learning.

6553 Reciprocal Reading and Writing Process (3)

In this course candidates will develop a deeper understanding of the relationship between reading and writing and the reciprocity of their instruction. Types of writing, components of the writing process, methods of instruction, strategies and assessment will be investigated.

6590 Independent Study in Education**688- Selected Topics in Education**

Course content varies. May be repeated for credit with change of topic.

699- Workshop/Seminar in Education

May be repeated for credit with change of topic. Graduate Education workshops may be taken by undergraduates only with the written approval of the Director of the School of Education.

Undergraduate students must enroll in EDUC 399- to receive workshop credit.

7043 Evaluating School Improvement Initiatives & Accountability Structures (3)

This graduate level course helps school and district leaders to evaluate programs related to targeted goals. As candidates evaluate their program, they continually reflect upon structures that support and negate effective school improvement processes.

7063 Leadership Theories and Philosophies (3)

In this course students will examine a number of different leadership theories as well as historical leadership approaches and philosophies ranging from antiquity to the Renaissance to the modern day. These leadership theories and philosophies will also be situated in an organizational and systems context which will allow learners to see the full depth and scope of these leadership approaches.

7073 Sustaining a Culture for Continuous Improvement (3)

This graduate level course helps school and district leaders reflectively examine school improvement initiatives to determine how to make school improvement systematized and sustainable. Through a study of their own organizational culture, leaders can examine how to shape culture and climate through surveys.

7093 Human Resource Development (3)

This course examines principles and policy issues of human resource development. Emphasis is on personnel selection and supervising personnel through the orientation, evaluation and development processes.

7133 Leadership in Adult Education (3)

This course provides an advanced study of adult learning, theory, foundations of adult education, and research related to specific issues and approaches for facilitating adult learning. Learners examine the role and characteristics of the adult learner in the 21st century.

7153 Facilitation Strategies (3)

Participants examine ways to develop themselves and their colleagues by understanding and implementing various effective facilitation and presentation techniques designed to best meet the learning outcomes or curricular objectives of the adult learners within the organization.

7203 Leadership Coaching Techniques (3)

Students in this course learn foundational coach language skillsets aligned to the International Coach Federation competencies and learn how coaching can be internationally integrated into leadership conversations to build relationships and positively impact the attitude and behaviors of individuals within the organization. This course involves extensive application and practice with real life scenarios.

7213 Leadership Coaching Applications I (3)

Students strengthen their knowledge and application of the International Coach Federation competencies and delve into a deeper understanding and application of the neuroscience and the competencies of coaching. This course involves extensive application and practice with real life scenarios, and students experience modeling by being assigned their own leadership personal coach. *Prerequisite: EDUC 7203.*

7223 Leadership Coaching Applications 2 (3)

This course is designed for students to apply their skill sets of coach leadership by coaching assigned clients over time. Students transcribe, analyze and reflect on their language in recorded coaching conversations and receive feedback from their instructors on the specific International Coach Federation competencies. Students also create a personalized plan for continued improvement as a coach leader as well as an organizational personnel development plan for overall organizational performance effectiveness. *Prerequisite: EDUC 7213.*

7233 Leadership Coaching Applications 3 (3)

This course includes preparation for the International Coach Federation (ICF) Associate Certified Coach (ACC) Coach Knowledge Assessment, and students participate in seven hours of group mentoring and three hours of individual mentoring with extensive feedback from a credentialed coach instructor specific to their performance in coaching. Additional opportunities for pro bono and paid coaching experience are explored. Students record and transcribe coaching conversations for review and feedback on the competencies in preparation for the optional Portfolio Path Application to ICF for the ACC credential.

7303 Leadership for Learning (3)

This course focuses on preparing the district level leader with knowledge and skills in the areas of curriculum, instruction, assessment, professional learning, and state and federal requirements and guidelines. Candidates will engage in projects and experiences that provide them with the ability to build strong collaborative teams, to design curriculum, to improve instructional practice, to prepare all students to excel and achieve, and to adhere to state and federal regulations.

7323 Leadership for Special Programs (3)

This course will focus on leadership of special programs with particular emphasis on the principles, practices, and issues related to administering and supervising special programs in education. While a major focus of this course will be on special education leadership, related topics will include leadership of various Vocational-Technical, At-Risk, ESOL, Technology, and Early Childhood Programs.

7343 Leadership for Business Management (3)

This course focuses on preparing the district level leader with knowledge and skills in the areas of finance, human resources, operations, planning and facilities. Particular emphasis will be given to district level issues and practices in school finance, personnel procedures, operations (maintenance, food service, transportation, etc.), planning, funding, and constructing and occupying new facilities.

7363 The District Leader (3)

This course is designed for aspiring district leaders and the focus is the acquisition of knowledge and skills in the areas of leadership, supervision, planning, and communication. Candidates will engage in activities and experiences that provide them with the ability to create a district vision, mission, and strategic plan. Theory and practice of district level leadership, board-superintendent relations, and systems thinking will be included in this course.

7590 ESOL Practicum (3)

The capstone course assures knowledge and application of Kansas State Department of Education ESOL professional standards. Candidates will engage in 40 hours experience teaching and continued professional development in the field of ESOL (at least 20 hours instruction with English learners). Candidates will engage in action research to determine the effects of their instructional practice on learning for English learners. Candidates will also implement, or modify, a school activity or structure to address an area of need for English learners and their families.

Prerequisite: EDUC 6003, EDUC 6113, EDUC 6123, and EDUC 6133.

7591 Building Leadership Practicum (3)

The practicum is designed to give candidates 150 hours of field-based experience under the mentorship of an experienced building administrator and in conjunction with a college supervisor. In addition, candidates complete a School Improvement Project which reflects leadership in the administration of education services, complete the Building Leadership Portfolio, and the Practicum Standards Project oral exam. Learners will complete the practicum over two semesters.

7592 Reading Specialist Practicum (3)

This capstone course provides students with an opportunity to apply knowledge gained in previous Reading Specialist courses and learn the effective use of reading assessment to manage reading services and deliver reading instruction. The course emphasizes a data-driven and research-based focus for the effective use of reading assessment methodology to identify reading needs, to organize the delivery of reading instruction, and to measure reading gains. Students will document their use of expert reading specialist skills through Newman Supervisor observations, practicum projects, personal essays, and technology-based presentations. *Prerequisites: EDUC 6503 and 6543.*

7594 District Leadership Practicum (3)

The focus of this course is to provide the candidate with field experiences working with a district level leader in a wide variety of administrative areas. The candidate will engage in activities that provide opportunities for organization, problem solving, planning, communication, decision making, conflict management, and facilitation. Experiences and projects will be selected under the supervision of the district level leader mentor and the university supervisor. This course may be extended to 32 weeks with university supervisor and mentor recommendation.

7595 ESOL Research (3)

In this course learners will research effective ESOL strategies and instructional practices to utilize with ESOL students. They will summarize, implement and share ESOL research with other colleagues. Learners will develop a research proposal to pilot in a classroom with ESOL students.

Advisor approval is required for enrollment in this course.

7596 Organizational Leadership Project (3)

Under the guidance of a faculty advisor and in partnership with organizational leaders, the learner implements a research proposal in his/her workplace setting. In the capstone paper and presentation, the learner analyzes the data collected and writes about his/her findings and next steps, with evidence of effective written and oral communication skills.

Prerequisite: Completion of all required courses and consent of the faculty advisor.

7597 Building Leadership Practicum 1 (2)

This course is the first of a two semester practicum in building leadership. Part I is designed to give candidates 150 hours of field-based experience under the mentorship of an experienced building administrator and in conjunction with a college supervisor. Initial work will be completed on projects that will be completed during the second semester of the practicum.

7598 Building Leadership Practicum 2 (1)

This course is the second a two semester practicum in building leadership. Candidates will complete a School Improvement Project which reflects leadership in the administration of education services, complete the Building Leadership Portfolio, and the Practicum Standards Project oral exam.

HISTORY (HIST)

6001 Mediterranean World (3)

This course offers an area study of the ancient Mediterranean through the history, geography and epic literature of Greece and Rome. We will work our way through the unique geography of the region, examining its importance for political, economic and military developments. (KSDE HGSS Standards 4 and 5) We will focus on particular themes in Greek and Roman History associated with the rights and responsibilities of citizenship. (KSDE HGSS Standard 2) We will explore primary sources including epic literature such as the Odyssey and the Aeneid to examine how Greek and Roman ideals and institutions still influence our world today. (KSDE HGSS Standard 3)

6003 Europe Emerges (3)

This course offers an area study of Europe from the Middle Ages to the Renaissance and Reformation. We will work our way through the unique geography of the region, examining its importance for political, economic and military developments. (KSDE HGSS Standard 4 and 5). We will focus on particular themes in European History, including the economic development of cities and trade, the intellectual innovations and challenges of the Renaissance and Reformation, and the Columbian exchange, connecting Europe, Africa, and the Americas (KSDE HGSS Standard 3, 4, and 5) Students will read primary sources related to the history and culture of the Renaissance, Reformation, and the Columbian Exchange (KSDE HGSS Standards 1, 2, and 3).

6005 Revolutions in Science and Technology (3)

Scientific reasoning and discovery have transformed the way we think about the world around us. This class examines the history of science and technology and the influence of both on western society. We'll explore the development of scientific thought from the ancient Greeks to Einstein. (KSDE HGSS Standard 3 and 4.) We'll assess the dramatic changes in the history of science and technology from the agricultural revolution, through the scientific and industrial revolutions, winding up in the information age. (KSDE HGSS Standard 1, 2, 3, 4, 5.) Finally, we'll explore the effect of science on society as whole through select readings and discussions of current controversies. (KSDE HGSS Standard 1, 2, 5.)

6007 The Cold War in History and Memory (3)

A detailed examination of the causes, events and legacies of the Cold War. The course will offer a political/diplomatic/military history of the period. It will also examine the cultural and social impact of the Cold War in the US and Europe. Finally, we will devote some attention to how the Cold War was understood and depicted at the time and after its end.

6009 World War Two and the Holocaust (3)

An examination of the causes, course and legacies of World War Two and the Holocaust. We'll pay particular attention to the way memoirists and novelists have represented the period.

6011 Turning points in Contemporary History (3)

This course will use game-based learning pedagogies to examine particular moments of 20th and 21st century American and World History. Case studies will vary from semester to semester. Examples include the memory of the Vietnam War in American history and culture, the role of sports in American educational institutions, and the role of the United Nations and the global community in addressing global crises.

MATHEMATICS (MATH)

6001 Seminal & Current Research in Mathematics Education with Emphasis on Grades 11-14 (3)

This course provides a framework for the study of teaching and learning mathematics with emphasis on grades 11-14. Students will critically analyze seminal and current research for a variety of areas of mathematics education. Topics may include, but are not limited to: Technology in Mathematics Education; Equity & Access in Mathematics Education; Growth Mindset in Math; Pedagogical Content Knowledge; Research-based strategies for teaching specific mathematics topics.

Prerequisite: A B.S. or B.A. degree from an accredited university or college with at least 18 hours of upper division undergraduate mathematics coursework with a GPA of 3.0 or higher OR Certified to teach mathematics at the Secondary Level.

6003 Standards-Based Secondary Mathematics Instruction (3)

The National Council of Teachers of Mathematics (NCTM) has been articulating a vision of school mathematics through a series of policy documents outlining Standards since 1989. This course will examine NCTM Standards, Common Core State Standards-Mathematics (CCSSM), and Kansas Mathematics Standards (2017). Students will participate in mathematics tasks, and engage in active learning strategies such as analyses of teaching practice, student work, and curriculum alignment. Students will assess the impact of standards-based secondary mathematics instruction.

Prerequisite: A B.S. or B.A. degree from an accredited university or college with at least 18 hours of upper division undergraduate mathematics coursework with a GPA of 3.0 or higher OR Certified to teach mathematics at the Secondary Level.

6005 Strategies for Promoting Problem Solving, Reasoning, and Modeling in Quantity, Algebra, and Function for Teachers of Grades 11-14 (3)

This course will provide an examination of research-based mathematics teaching practices that support student engagement in problem solving, reasoning, modeling, and building conceptual understanding. Students will analyze tasks and real world applications as well as integrated STEM activities that incorporate concepts in Quantity, Algebra, and/or Function for grades 11-14.

Prerequisite: A B.S. or B.A. degree from an accredited university or college with at least 18 hours of upper division undergraduate mathematics coursework with a GPA of 3.0 or higher OR Certified to teach mathematics at the Secondary Level.

6007 Growing Role of Modeling and Statistics in Mathematics for the 21st Century (3)

Statistical literacy is gaining prominence as a necessary skill in order to filter, understand, interpret, and make decisions based on the volume of data and information that we encounter on a daily basis (Catalyzing Change in High School Mathematics, NCTM, 2018). This course will examine high school Modeling and Statistics & Probability Standards as well as the Guidelines for Assessment and Instruction in Statistics Education (GAISE) reports. Students will engage in data analysis and statistical modeling.

Prerequisite: A B.S. or B.A. degree from an accredited university or college with at least 18 hours of upper division undergraduate mathematics coursework with a GPA of 3.0 or higher OR Certified to teach mathematics at the Secondary Level.

6009 Strategies for Promoting Problem Solving, Reasoning, and Modeling in Geometry, Trigonometry, Calculus, and Discrete Math for Teachers of Grades 11-14 (3)

This course will provide an examination of research-based mathematics teaching practices that support student engagement in problem solving, reasoning, modeling, and building conceptual understanding. Students will analyze tasks, real world applications, integrated STEM activities, and interdisciplinary math that incorporate concepts in Geometry, Trigonometry, Calculus, and/or Discrete Mathematics for grades 11-14.

Prerequisite: A B.S. or B.A. degree from an accredited university or college with at least 18 hours of upper division undergraduate mathematics coursework with a GPA of 3.0 or higher OR Certified to teach mathematics at the Secondary Level.

6011 Reconsidering Curriculum in High School and College Mathematics (3)

This course will explore possible curricular changes in high school and college mathematics spurred by the needs of the modern workforce and economy, personal and professional quantitative literacy goals, and the importance of developing strategies for analyzing increasing amounts of data.

Prerequisite: A B.S. or B.A. degree from an accredited university or college with at least 18 hours of upper division undergraduate mathematics coursework with a GPA of 3.0 or higher OR Certified to teach mathematics at the Secondary Level.

NURSE ANESTHESIA (NAN)

The Master of Science in Nurse Anesthesia offers a program designed to prepare baccalaureate prepared registered nurses to assume an advanced role on the health care team as a certified nurse anesthetist. Developed within the mission of Newman University, the graduate level nurse anesthesia program seeks to educate students for service to the community, state and region.

6004 Applied Anatomy (4)

Advanced study of the structure and function of selected body systems in the classroom and in the campus laboratory. *Prerequisite: Acceptance to the Nurse Anesthesia program or bachelor's degree and consent.*

6013 Advanced Physical Assessment (3 with lab)

Advanced physical assessment, including pediatric and geriatric assessment, will be covered with advanced peri-operative risk assessment. Advanced airway assessment with alternative airway techniques/devices are included with difficult airway decision matrix and difficult airway skills lab. A variety of invasive monitoring assessments are included, with labs designed to enhance student application of advanced monitoring and interpretation.

Prerequisite: Acceptance into the Nurse Anesthesia Program

6014 Basic Principles of Nurse Anesthesia (4)

The foundation of nurse anesthesia is explored through concepts related to the history, role and administration of anesthesia by registered nurses. The acquisition of basic skills is enhanced by laboratory instruction in the use of anesthesia equipment.

Prerequisite: Acceptance to the Nurse Anesthesia program.

6022 Regional Anesthesia (2)

The pharmacology of local anesthetics is examined. The structure and function of the peripheral nerves and the spinal cord are studied in relation to the administration and management of selected regional anesthetics. *Prerequisite: Acceptance to the Nurse Anesthesia program.*

6023 Pharmacology for Anesthesia (3)

Drugs specific to the administration of anesthesia are studied and the effects of these drugs on body systems are addressed. *Prerequisite: Acceptance into the Nurse Anesthesia Program.*

6024 Chemistry & Physics for Anesthesia (4 with lab)

An in-depth study in the classroom and laboratory of the principles of physics and chemistry and their relationship to the health sciences. *Prerequisite: Acceptance to the Nurse Anesthesia program or consent and an undergraduate chemistry course.*

6033 Advanced Pharmacology (3)

The pharmaceutical, pharmacokinetic and pharmacodynamic phases of drug therapy are examined with application to the clinical setting. *Prerequisite: Acceptance to the Nurse Anesthesia program or bachelor's degree and consent.*

6034 Advanced Pathophysiology (4)

The study of selected topics in pathology and pathophysiology as related to the administration of anesthesia. *Prerequisites: Acceptance to the Nurse Anesthesia program or bachelor's degree and consent.*

6042 Professional Issues (2)

Nurse anesthesia practice issues are explored. Includes concepts related to organization, management, legal and ethical aspects, trends and professional concerns. *Prerequisite: Acceptance into the Nurse Anesthesia Program.*

6043 Advanced Physiology (3)

An in-depth study of the physiological principles of body systems and their physiological relationships. *Prerequisites: Acceptance to the Nurse Anesthesia program or bachelor's degree and consent.*

6053 Clinical Practicum 1 (3)

Clinical instruction in the administration of general and regional anesthesia under the supervision of experienced nurse anesthetists and anesthesiologists. Graded Pass/Fail. *Prerequisites: Concurrent enrollment in NAN 6013, 6033, 6043 and 6022.*

6062 Pathophysiology of Anesthesia 1 (2)

The theoretical and clinical applications of disease processes in relation to the practice of selected anesthesia are examined. *Prerequisite: Acceptance to the Nurse Anesthesia program.*

6073 Clinical Practicum 2 (3)

Continued clinical instruction in the administration of general and regional anesthesia under the supervision of experienced nurse anesthetists and anesthesiologists. Graded Pass/Fail. *Prerequisite: Concurrent enrollment in NAN 6062.*

6083 Clinical Practicum 3 (3)

Continued clinical instruction in the administration of general and regional anesthesia under the supervision of experienced nurse anesthetists and anesthesiologists. Graded Pass/Fail. *Prerequisites: Concurrent enrollment in NAN 6034 and NSG 6023.*

6102 Pathophysiology of Anesthesia 2 (2)

Theoretical and clinical implications of disease processes in relation to the practice of selected anesthesia are examined. *Prerequisites: Acceptance to the Nurse Anesthesia program.*

6113 Clinical Practicum 4 (3)

Continued clinical instruction in the administration of general and regional anesthesia under the supervision of experienced nurse anesthetists and anesthesiologists. Graded Pass/Fail. *Prerequisites: Concurrent enrollment in NAN 6082 and 6132.*

SOCIAL WORK (SWK)

6123 Clinical Practicum 5 (3)

Continued clinical instruction in the administration of general and regional anesthesia under the supervision of experienced nurse anesthetists and anesthesiologists. Graded Pass/Fail.

Prerequisites: Concurrent enrollment in NAN 6141.

6132 Senior Seminar 1 (2)

The responsibilities and accountability related to the role of the nurse anesthetist are analyzed. The process and outcome of certification is included.

Prerequisites: Acceptance to the Nurse Anesthesia program.

6141 Senior Seminar 2 (1)

Continued exploration of the role of the nurse anesthetist in the health care system.

Prerequisite: Acceptance to the Nurse Anesthesia program.

6143 Research Methods (3)

Quantitative and qualitative approaches to research in nursing and health care systems are appraised. Published research findings are analyzed for use in practice. A proposal for a research project is developed.

6590 Independent Study in Nurse Anesthesia

688- Selected Topics in Nurse Anesthesia

Course content varies. May be repeated for credit with change of topic.

7590 Graduate Project Alternative to the Thesis (3)

Students develop and implement a scholarly activity as an alternative to the thesis requirement. An opportunity to complete an in-depth experience and communicate results via a written paper is provided. To initiate the graduate project, at least two-thirds of the program (30 hours) are to be completed. Graded Pass/Fail.

7591 Thesis (3)

Students develop and implement a formal research study in a selected area of interest.

To initiate the thesis, at least two-thirds of the program (30 hours) are to be completed.

Graded Pass/Fail.

SOCIAL WORK (SWK)

The Master of Social Work program prepares students for Trauma-Competent advanced clinical social work practice. The curriculum prepares graduates to be at the forefront of social work practice by providing the knowledge, skills and competencies to effectively work with those impacted by trauma. Consistent with the mission of Newman University the graduate social work program seeks to educate students for service to individuals, families, groups, and communities.

An Advanced Standing program is available to qualified students who have earned a BSW degree from a CISWE accredited program.

The MSW program is fully accredited by the Council on Social Work Education.

6003 Social Welfare and Social Justice (3)

This course introduces students to the history, mission, and philosophy of social work and social welfare in the United States. Students will explore issues pertaining to social justice by examining cultural, racial, economic and political barriers which impact social policy.

6103 Human Behavior and the Social Environment (3)

In this course the theoretical underpinnings of human development in the social environment over the life course are explored. Students learn the biopsychosocial spiritual aspect of human development as it impacts the individual and social systems. Theories of the effects of trauma exposure on human development are emphasized in this course. Cultural diversity, populations-at-risk, and issues of social and economic justice are addressed across the developmental stages and societal boundaries. Furthermore, students learn to evaluate theoretical perspectives and apply theories to client situations and systems with an understanding and appreciation for the impact of social and economic forces and diverse backgrounds. Values and ethical principles related to various theoretical perspectives are infused throughout the curriculum to enhance students' awareness of their personal values and clarification of conflicting values and ethical dilemmas.

6503 Generalist Practice 1: Strategies for Helping Individuals, Families and Groups (3)

This course emphasizes the development of skills and strategies for helping individuals, families, and groups within a variety of social work settings. Generalist practice skills are applied using a problem solving process which includes engagement, assessment, intervention, and evaluation. Students learn skills for working with clients at micro and mesa levels using the strengths perspective.

6803 Impact of Social Policy (3)

Content in this course will build on the students knowledge of social work, social welfare, and social justice, with a focus on developing an understanding of social policy at local, state, regional, national and international levels. Implications for social work practice will be addressed, specifically advocating for improved social conditions and economic justice.

688- Selected Topics in Social Work

Course content varies. May be repeated for credit with change of topic.

699- Workshop/Seminar in Social Work

May be repeated for credit with change of topic.

7003 Research Methods (3)

This course introduces students to research design and analytical methods for evaluations. Social work students learn political and ethical concerns associated with the research process. The second section of this course will focus on the assessment of evidence-based practices in academic research to prepare students to become critical consumers of research. The final section reviews program evaluation models and introduces concepts and principles of program evaluation design and analysis. An understanding of the research process and the ability to assess evidence-based practices increases the likelihood that social workers will provide effective services to their clients and client systems.

7103 Generalist Practice 2: Strategies for Helping Organizations and Communities (3)

This course is designed to help students develop skills to help organizations and communities engage in social change. It emphasizes macro level practice to include theories and strategies for community organization and development through engagement, assessment, planning, intervention, termination and evaluation. *Prerequisite: SWK 6503.*

7125 Field Practicum 1 (4)

Supervised social work experience in a social agency in the community. Graded Pass/Fail. *Prerequisite: Approval of director of field. Must be taken concurrently with SWK 7126.*

SOCIAL WORK (SWK)

7126 Integrative Seminar 1 (1)

Examines student experiences and problems in Field 1. Helps students integrate theory, knowledge and skills from previous courses. *Must be taken concurrently with SWK 7125.*

7135 Field Practicum 2 (4)

Continued supervised social work experience in the assigned first-semester social agency in the community. Graded Pass/Fail. *Prerequisite: SWK 7125 and approval of director of field. Must be taken concurrently with SWK 7136.*

7136 Integrative Seminar 2 (1)

Examines student problems and experiences in Field 2. Helps students integrate theory, knowledge and skills from concurrent and earlier courses. *Prerequisite: SWK 7126. Must be taken concurrently with SWK 7135.*

7225 Field Practicum 3 (4)

Practicum experience in a social agency focused on the student's area of interest in family-centered practice whenever feasible. Graded Pass/Fail. *Prerequisite: Approval of director of field. Must be taken concurrently with SWK 7226.*

7226 Integrative Seminar 3 (1)

Examines student experiences and problems in Field 3. Helps students integrate theory, knowledge and skills from previous courses. *Must be taken concurrently with SWK 7225.*

7235 Field Practicum 4 (4)

Continuation of field work experience in the same agency as in the third semester which is based on the student's area of interest in family centered practice. Graded Pass/Fail. *Prerequisite: SWK 7225 and approval of director of field. Must be taken concurrently with SWK 7236.*

7236 Integrative Seminar 4 (1)

Examines student experiences and problems in Field 4. Helps student integrate theory, knowledge and skills from previous courses. *Prerequisite: SWK 7226. Must be taken concurrently with SWK 7235.*

7403 Assessment and Diagnosis (3)

An examination of the relationship of the individual, family, and group to the social environment with emphasis on the mental health and adaptive capacity of the individual. Major attention is given to theories pertaining to the etiology and course of mental and emotional disorders with special attention to prevailing diagnostic systems and their relationship to intervention planning. The importance of cultural or minority group affiliation on the dynamics of mental health is considered. *Prerequisite: completion of the Professional Foundation curriculum or Advanced Standing*

7443 Crisis Intervention (3)

This course provides theoretical and practical knowledge regarding best practices when clients are presenting in crisis. The course looks at crisis intervention from many perspectives and how it manifests in many different practice settings. It looks at micro (treatment of individuals who are in crisis), mezzo (such as Critical Incident Stress Debriefing), and macro (community responses to crises such as mobile crisis units, crisis hotline, ACT teams, etc.) levels of crisis intervention. Special attention is given to the unique needs of children and adolescents who are in crisis. In addition, special topics are addressed, including the crises of suicide, rape, and domestic violence, and crises associated with loss and grief (including crises experienced by caretakers and crises associated with the experience of divorce).

7453 Introduction to Trauma Competencies (3)

This course provides an overview of the complex nature of trauma, types of trauma, and the impact of trauma on individuals, families, communities and organizations. Multiple types of trauma will be covered including event, interpersonal, developmental and complex trauma. The emphasis is on the theoretical perspective that symptoms or “problem” behaviors are an adaptation to trauma, rather than a “disorder”. The leading research on the neurobiology of trauma, as well as core competencies associated with effective clinical practice is presented. Foundational to this class, trauma competent assessments and interventions will be presented, discussed, and implemented. Students also learn how secondary trauma impacts social workers and the importance of professional self-care in their ongoing growth and development.

7463 Advanced Trauma Competencies (3)

Application of trauma competencies focuses on specific subpopulations impacted by trauma such as survivors of human trafficking, domestic violence, veterans, and individuals struggling with addictions, as well as abuse and neglect. Treatment strategies and clinical applications based in neuroscience comprise the core curriculum for this application-based class which focuses on tailoring interventions to the unique needs of the client. *Prerequisite: SWK 7453.*

7590 Comprehensive Seminar (3)

A capstone course which provides students an opportunity to apply social work concepts and theories to graduate field practicum assignments, and organize their social work educational experience into a comprehensive paper in which knowledge, values and skills are integrated in a family centered practice intervention experience. Must be taken concurrently with SWK 8704.

7703 Clinical Practice 1 (3)

This course will focus on understanding and application of the common skills that are necessary for clinical practice with individuals. Students will be given ample opportunities to learn and practice these skills in a class setting using a variety of modalities to observe and receive feedback. Examples of common skills include establishing and monitoring treatment alliance; self-care practices; professional writing; assessment and evaluating client progress; utilizing advances in neuroscience with client and self. This course serves as a foundation for students to more fully grasp and apply therapeutic theories.

7713 Clinical Practice 2 (3)

In this course students build on established skills and are introduced to additional concepts and practices that are commonly applied to work with couples, families and groups. Examples of common skills: recognizing process and content dynamics; identifying implicit relationship patterns; use of self in the therapeutic process. This course serves as a foundation for students to more fully grasp and apply therapeutic theories. *Prerequisite: SWK 7703.*

799- Independent Study in Social Work**THEOLOGY (THEO)**

The Master in Theological Studies degree is a general catechetical degree for those working in parish ministry in a Roman Catholic context. The Master of Arts in Theology degree is a more rigorous degree, intended to prepare students to teach theology in a classroom setting as well as to prepare those interested in pursuing doctoral work in theology. The Master of Arts degree is based on the same course work as the Master in Theological Studies degree, but also requires the completion of a thesis, a comprehensive examination, and foreign language requirements.

The courses for the master’s programs in theology will be delivered on-line, but each class also requires one mandatory “intensive weekend” on the Newman University campus.

6003 The God Who Pursues (3)

The patristic theme of the condescension of God is the focus for this course, i.e., of God ever lowering himself, in humility and love, in pursuit of mankind, as recorded in the sacred Scriptures. According to some church fathers, this condescension of God did not end on the cross, but continued in the descent of Christ into hell. Hans Urs von Balthasar is among contemporary theologians who conceive of the condescension of God in these terms and his thought informs the heart of this course. St. Thomas Aquinas is the other principal theologian considered in this course, with an emphasis given to Thomistic considerations of the nature of God, creation, evil and the bliss of eternal life at the end.

6103 Athanasius, Augustine, and Aquinas (3)

This course introduces students to the study of theology using Athanasius, Augustine, and Aquinas as models. In addition to studying their theological methods, students will be introduced to key controversies and doctrinal developments from the patristic and medieval periods through a broad reading of primary sources by those three Doctors of the Church.

6113 Lands of the Bible (3)

This course consists of a personal experience of holy sites such as Galilee, Jerusalem, and Bethlehem. Students are afforded the opportunity to pray at the very places where the drama of salvation unfolded, including Mass with the local Hebrew speaking Catholic community and the Stations of the Cross on the Via Dolorosa. The students also prepare a presentation or lesson to share the fruits of this experience in a classroom or parish setting. In anticipation for the pilgrimage, students participate in a few live meetings together, as well as a series of guided discussions over assigned readings.

6213 Old Testament Theology (3)

This course serves as a survey of key theological concepts in the Old Testament. Students will be exposed to the Catholic doctrine of revelation, methods of interpretation, major biblical motifs, and the cultural context of the Old Testament. This course will also introduce students to biblical criticism and explain the process of how the Canon developed. The focus of the course will be doctrinal development in the people of Israel and its role in salvation history.

6233 The Church in the New Testament (3)

While offering a broad introduction to major issues in New Testament scholarship, the focus of this course will be on the role of the Church in the creation and interpretation of the New Testament. Students will explore the historical context of various New Testament authors and audiences to gain a deeper understanding of their original meaning and purpose. Additionally, students will explore the role of today's Church in biblical interpretation by considering various exegetical methods used within the Church.

6253 The Four-Fold Gospel (3)

This course begins by considering why the Church has four gospels rather than just one, contrasting the four canonical gospels with the so-called gnostic gospels. The story of their recent "discovery" and why these gnostic gospels were not accepted by the Church is next explored. After this, the course then moves to compare and contrast the rich theologies of Matthew, Mark, Luke, and John, each witnessing to Jesus Christ in different ways, together comprising the inestimable treasure of the Church: the four-fold Gospel.

6313 Controversies in Church History (3)

This course introduces students to the development of doctrine by focusing on pivotal moments in the two thousand year history of the Church. Topics include Gnosticism and Arianism in the early Church, the Great Schism between East and West, the Reformation, the trial of Galileo, and the twentieth-century context for Vatican II.

6343 Foundations of Moral Theology (3)

This course provides a graduate level introduction to moral theology with a particular focus on the natural law tradition. Students are also introduced to a range of contemporary ethical systems, current issues in natural law theory, and debates regarding Church authority in moral controversies. The course concludes with a focused study of contemporary moral controversies, which is continued in THEO6413.

6353 Liturgy and the Rite of Christian Initiation of Adults (3)

The liturgical reforms of Vatican II serve as the focus for this course, with an emphasis given to the historical development of the RCIA (Rite of Christian Initiation of Adults) and its restoration today. The Sacraments of Initiation (Baptism, Confirmation, and Eucharist) will also be explored within the context of the RCIA.

6413 Current Issues in Moral Theology (3)

This course will explore the most pressing moral issues of our time, with a special emphasis given to moral issues catechists are most likely to encounter. Issues of social justice will be grounded in Catholic social teaching and natural law as previously presented in THEO 6343.

6543 Newman and the New Evangelization (3)

This course will hold up St. John Henry Newman as an exemplar of the New Evangelization. As both an Anglican and later a Roman Catholic, Newman strove to present Christianity in vivid, concrete, and engaging ways, which this course will explore. After he became Catholic, Newman was concerned with several key questions: how does one come to faith? Can one lead others to it? How can one be certain about it? Is it rational to believe what one cannot prove? The course will present the answers Newman found to these questions, which can serve as a catalyst for a New Evangelization today.

6590 Independent Study in Theology**6713 Christian Rome (3)**

This optional, elective course meets for 10 days in Rome, Italy with a concentration on the principal sites of early Christianity, including St. Peter's basilica, with a visit to excavations under the basilica leading to the tomb of St. Peter; the other papal basilicas of St. John Lateran; St. Mary Major; and St. Paul Outside the Walls as well as the churches of several early Christian martyrs and saints. Day trips include trips to Assisi and Orvieto.

688 Selected Topics in Theology

Course content varies. May be repeated for credit with change of topic.

7590 Research Methods in Theology (3)

In preparation for the thesis, this course will acquaint students with the primary sources necessary for theological research in the various branches of theology as well as providing an in-depth consideration of the various research methods currently employed in theological study, especially the historical-critical method in contemporary biblical studies. The course will culminate with the student selecting a thesis topic and creating a bibliography of primary and secondary sources for the thesis topic.

7591 Thesis (1-3)

The student, in association with a thesis advisor, will generate a thesis of approximately seventy-five pages on some topic in theology.

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Registrar Emerita

Bruce Sanderson, B.A.
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2020 FALL DATES

16-week semester

Sunday Aug. 23 - Saturday Dec. 12, 2020

Weekday Classes begin	Mon. Aug. 24
Last Day to Add Classes	Fri. Aug. 28
Last Day to Drop Classes with 100% refund	Fri. Aug. 28
Labor Day	Mon. Sept. 7
20 th Day	Mon. Sept. 21
Fall Break	Fri. Oct. 16
Last Day to Withdraw from Classes	Fri. Nov. 13
Thanksgiving Break	Wed. Nov. 25 – Sun. Nov. 29
Scholars Day	Mon. Dec. 7
Final Exams	Tues. Dec. 8 – Fri. Dec. 11
Grades Due	Tues. Dec. 15
Degrees Conferral Date	Tues. Dec. 15

Traditional (1st 8 weeks)

Mon. Aug. 24 - Sat. Oct. 17

Last Day to Add Classes - Fri. Aug. 28
Last Day to Drop with 100% refund - Fri. Aug. 28
Labor Day - Mon. Sept. 7
Last Day to Withdraw from Class - Fri. Oct. 2
Fall Break - Fri. Oct. 16
Grades Due - Tues. Oct. 20

2nd 8 weeks

Mon. Oct. 19 - Fri. Dec. 12

Last Day to Add Classes - Fri. Oct. 23
Last Day to Drop with 100% refund - Fri. Oct. 23
Thanksgiving Break - Nov. 25 - Nov. 29
Last Day to Withdraw from Class - Mon. Nov. 30
Grades Due - Tues. Dec. 15

Continuous Enrollment (1st 8 weeks)

Mon. Aug. 24 - Sat. Oct. 17

Last Day to Add Classes - Fri. Aug. 28
Last Day to Drop with 100% refund - Fri. Aug. 28
Labor Day - Mon. Sept. 7
Last Day to Withdraw from Class - Fri. Oct. 2
Grades Due - Tues. Oct. 20

2nd 8 weeks

Mon. Oct. 21 - Sat. Dec. 12

Last Day to Add Classes - Fri. Oct. 23
Last Day to Drop with 100% refund - Fri. Oct. 23
Last Day to Withdraw from Class - Mon. Nov. 30
Grades Due - Tues. Dec. 15

2021 SPRING DATES

16-week semester

Sunday, January 10 – Saturday, May 8, 2021

Weekday Classes begin

Last Day to Add Classes

Last Day to Drop Classes with 100% refund

Martin Luther King Jr. Day

20th Day

Spring Break

Easter Break

Last Day to Withdraw from Classes

Scholars Day

Final Exams

Commencement

Grades due

Traditional Programs (1st 8 weeks)

Mon. Jan. 11– Sat. March 6

Last Day to Add Classes – Fri. Jan. 15

Last Day to Drop with 100% refund – Fri. Jan. 15

Martin Luther King Jr. Day – Mon. Jan. 18

Last Day to Withdraw from Class – Fri. Feb. 19

Grades due – Tues. March 9

2nd 8 weeks

Mon. March 8 – Sat. May 8

Last Day to Add Classes – Fri. March 12

Last Day to Drop with 100% refund – Fri. March 12

Spring Break – March 15-21

Easter Break – April 2-5*
(*evening classes held on Apr. 5)

Last Day to Withdraw from Class – Fri. April 23

Grades due – Tues. May 11

Mon. Jan. 11

Fri. Jan. 15

Fri. Jan. 15

Mon. Jan. 18

Mon. Feb. 8

March 15 – 21

April 2 – 5*
(*evening classes held on Mon. April 5)

Fri. April 9

Fri. April 30

Mon. May 3 – Thurs. May 6

Fri. May 7

Tues. May 11

Continuous Enrollment (1st 8 weeks)

Tues. Jan. 19– Sat. March 13

Martin Luther King Jr. Day – Mon. Jan. 18

Last Day to Add Classes – Mon. Jan. 25

Last Day to Drop with 100% refund – Mon. Jan. 25

Last Day to Withdraw from Class – Fri. Feb. 26

Grades Due – Tues. March 16

2nd 8 weeks

Mon. March 15 – Sat. May 8

Last Day to Add Classes – Fri. March 19

Last Day to Drop with 100% refund – Fri. March 19

Last Day to Withdraw from Class – Fri. April 23

Grades due – Tues. May 11

2021 SUMMER DATES

	<u>4 week session</u>	<u>5 week session</u>
<u>Session Dates</u>	May 9- June 5	May 9 - June 12
Last Day to Add Classes	May 14	May 14
Last Day to Drop with 100% refund	May 14	May 14
Last Day to Withdraw from Classes	May 28	June 4
Memorial Day - no classes	May 31	May 31

	<u>2nd 4 week session</u>	<u>2nd 5 week session</u>	<u>8 week session</u>
<u>Session Dates</u>	June 6 - July 2	June 13 - July 17	June 6 - July 31
Last Day to Add Classes	June 11	June 18	June 11
Last Day to Drop with 100% refund	June 11	June 18	June 11
Last Day to Withdraw from Classes	June 25	July 9	July 16
Independence Day (no classes)	July 3-5	July 3-5	July 3-5

	<u>3rd 4 week session</u>
<u>Session Dates</u>	July 4 - July 31
Last Day to Add Classes	July 12
Last Day to Drop with 100% refund	July 12
Last Day to Withdraw from Classes	July 23

CONTINUOUS ENROLLMENT SESSIONS:

	<u>8 week session</u>	<u>6 week session</u>
<u>Session Dates</u>	May 16 - July 10	July 12 - Aug. 21
Last Day to Add Classes	May 21	July 16
Last Day to Drop with 100% refund	May 21	June 16
Last Day to Withdraw from Classes	June 25	Aug. 6

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