



UNIVERSITY OF
ST. THOMAS

**Kolbe School of Innovation
& Professional Studies**

THE KOLBE SCHOOL OF INNOVATION AND PROFESSIONAL STUDIES

STUDENT, FACULTY & STAFF HANDBOOK

2024-2025

University of St. Thomas
Kolbe School of Innovation & Professional Studies
3800 Montrose Blvd.
Houston, TX 77006-4626

WELCOME

Welcome to the Kolbe School of Innovation and Professional Studies at the University of St. Thomas. This handbook serves as a valuable resource and guide for the operational practices and functions of the Kolbe School and to reinforce our unwavering dedication to the growth and well-being of our faculty, students, and staff.

Our commitment to excellence prompts us to regularly update this handbook, ensuring it aligns with the evolving needs and feedback from our community, which includes faculty, students, staff, and our valued partners.

Should you have any inquiries or concerns after reviewing this handbook, please do not hesitate to reach out to Dr. Nicole McZeal Walters, the Dean of the Kolbe School. Your feedback and questions are instrumental in helping us provide the best possible experience within our academic community.

MISSION

The University of St. Thomas

We are the University of St. Thomas, the Catholic university in the heart of Houston. We are committed to the Catholic intellectual tradition and the dialogue between faith and reason. By pursuing excellence in teaching, scholarship and service, we embody and instill in our students the core values of our founders, the Basilian Fathers: *goodness, discipline, knowledge, and community*.

Goodness: We serve God in faith and love by giving of ourselves to students, colleagues, and society.

Discipline: We demand personal responsibility, accountability, and integrity in ourselves and in one another.

Knowledge: We pursue truth and academic excellence in the Catholic intellectual tradition, emphasizing the dialogue between faith and reason.

Community: We build and nurture relationships that transform our lives, our university, and our world.

We foster engagement in a diverse, collaborative community. As a comprehensive university grounded in the liberal arts, we educate students to think critically, communicate effectively, succeed professionally and lead ethically.

Ex Corde Ecclesiae

UST, like many Roman Catholic universities, is guided and inspired by *Ex Corde Ecclesiae*, the Apostolic Constitution of the Supreme Pontiff John Paul II on Catholic Universities. The term *Ex Corde Ecclesiae* may be translated “from the Heart of the Church.” The document was written by Pope John Paul II and his colleagues as a guide from the Vatican on the importance, values, and practices of Roman Catholic universities. Not all Catholic universities rely on this document; however, it is important in the life of UST, and all community members are encouraged to read it. Most of the statements in the document are aspirational, rather than enforceable policies. *Ex Corde* may be retrieved from the Vatican website: <http://w2.vatican.va> .

Catholic Social Justice Teachings

The formal social justice teachings of the Roman Catholic Church may be referenced in several places. Two very helpful resources are:

Pontifical Council for Justice and Peace (2004). *Compendium of the social doctrine of the Church*. Washington, DC: United States Conference of Catholic Bishops (USCCB) Publishing.

Byron, W. J. (1998). Ten building blocks of Catholic social teaching. *America: The National Catholic Review*. <http://americamagazine.org/issue/100/ten-building-blocks-catholic-social-teaching>

Three social justice teachings from those outlined by the United States Conference of Catholic Bishops are included in each course syllabus. Faculty and students are encouraged to consider the ways in which these principles may apply to the course content. These principles include:

The Principle of the Common Good: We promote the social conditions that allow people to reach their full human potential and to realize their human dignity.

The Principle of Association: The person is not only sacred but also social. By association with others, human persons achieve their fulfillment.

The Principle of Participation: People have a right and duty to participate in society, seeking together the common good and well-being of all.

UST Core Values

GOODNESS: We serve God in faith and love by giving of ourselves to students, colleagues, and society.

DISCIPLINE: We demand personal responsibility, accountability, and integrity in ourselves and in one another.

KNOWLEDGE: We pursue truth and academic excellence in the Catholic intellectual tradition, emphasizing the dialogue between faith and reason.

COMMUNITY: We build and nurture relationships that transform our lives, our university, and our world.

The Kolbe School of Innovation & Professional Studies

The Kolbe School of Innovation and Professional Studies is one of the six schools within the university. The other schools include School of Arts and Sciences, School of Education and Human Services, School of Theology (St. Mary's Seminary), Cameron School of Business, and Carol and Odys Peavy School of Nursing. The Kolbe School of Innovation and Professional Studies includes nine associate degree-level programs: Cybersecurity, Drug and Alcohol Counseling, General Business, General Studies (English and Spanish), General Science, Human Services, Networking Technology, and Pragmatics Studies.

The Kolbe School of Innovation and Professional Studies provides students with the chance to pursue a two-year associate's degree. During this program, you will simultaneously enhance your understanding of innovation, production, operational efficiency, and develop essential skills in critical thinking and problem-solving.

Mission of The Kolbe School of Innovation and Professional Studies

The mission of the Kolbe School is to serve the workforce and professional needs of a fast-changing and fast-growing job market and desire for continued educational studies in the Catholic intellectual tradition. We are committed to providing students with an affordable, mission-centered, student-centric, real-world educational experience.

History of Kolbe School of Innovation and Professional Studies

The Kolbe School of Innovation and Professional Studies, formerly known as the Associate of Applied Science Program, was an award-winning project submitted in the 2018 CELT Innovation Competition by Dean of the Libraries, James Piccinnini. The concept was to address students who previously would not consider applying to University of St. Thomas and who would receive an accelerated, online technical degree with a Catholic, liberal arts core. After a market study to gain insight into workforce trends, it was decided that the program would offer three degrees in Cyber Security, Electronic Technology, and Networking Technology.

With the interest and success of the technical programs, The Associate of Applied Science (AAS) Program decided to expand our educational offerings to additional programs: General Business, Drug and Alcohol Counseling, Pragmatic Studies, General Studies, General Sciences and Human Services. What began as in 2018 with only one student enrolled, has now grown to over 200, with our first inaugural class of 46 students graduating in May 2023. In 2024, Kolbe has now included the following degree programs including the Associate of Arts (AA) in General Business, Associate of Science (AS) in General Studies, Associate of Science (AS) in General Science, and an Associate of Science (AS) Human Services.

In 2021, the Associate of Applied Studies Program was re-named the Kolbe School of Innovation and Professional Studies after St. Maximilian Kolbe, a Saint known for his courageous dignity, selfless compassion, and peaceful inspiration. Our desire for every student in the Kolbe School is to thrive in an ethical and intellectual tradition of Catholic higher education, while unlocking your potential as a leader of faith and character.

Programs Offered

The Kolbe School of Innovation & Professional Studies currently offers nine (9) programs.

These programs are:

- Cybersecurity
- Drug and Alcohol Counseling
- General Business
- General Studies (English and Spanish)
- General Science
- Human Service
- Networking Technology
- Pragmatic Studies

Diversity & Social Justice

Our program exists within one of the most culturally diverse urban centers in the United States. Our community includes people of many racial, ethnic, and class backgrounds; national origins; religious, spiritual and political beliefs; physical abilities; ages; gender identities; sexual orientations; and physical appearances. We believe that we are strengthened by our diversity, and we commit ourselves to the cultivation of diversity, inclusion, and equity. We believe that it is our responsibility to serve our community in ways that promote social justice and the dignity of all persons.

At the same time, all of us are prone to bias and prejudice. Thus, we are invited to examine our own attitudes, assumptions, behaviors, and values, and to learn to work effectively with

those similar to and different from ourselves. We expect all members of our community to engage in self-reflection and to consider the ways that we impact each other.

A Faith-Sensitive Community

Our program's home is within a Roman Catholic university, and we honor the Catholic tradition in our programs and initiatives. As part of that Catholic tradition, we welcome students, faculty, and staff from a wide range of faith traditions and spiritual perspectives and cultivate an ecumenical and interfaith learning environment. We challenge ourselves to engage each other with both respect and curiosity and foster an environment where we can speak openly about the beliefs, traditions, and practices in which we and our clients engage.

The Kolbe School community members represent a number of faiths and philosophical traditions. Our freedom of conscience is supported by the university and the department. The University asks that we speak of the teachings of the Roman Catholic Church with respect, while we support the free exchange of ideas within and beyond the classroom.

University and Kolbe School Leadership

University President	Dr. Richard Ludwick	ludwick@stthom.edu
VPAA	Dr. Chris Evans	evanscp@stthom.edu
Kolbe School Dean	Dr. Nicole McZeal Walters	waltern@stthom.edu
Associate Kolbe School Dean	Dr. Rebecca Dowden	dowdenr@stthom.edu

THE KOLBE COMMUNITY

At the Kolbe School of Innovation and Professional Studies, we embrace a dynamic community that extends beyond our campus borders. Our community encompasses our dedicated students, esteemed staff, accomplished faculty, and our valued community partners. Together, we form an integral part of both the broader University of St. Thomas community and the vibrant Houston communities that surround us.

The dedicated individuals who make up our team include leadership, department chairs, and staff, along with their contact information is included below:

Administration & Leadership

Nicole McZeal Walters, Ed.D
Dean
Associate Professor, Educational Leadership
waltern@stthom.edu

Rebecca Dowden, Ed.D.
Associate Dean, The Kolbe School of Innovation and Professional Studies
dowdenr@stthom.edu

Department Chairs

Drug and Alcohol Counseling, General Science, & Human Service:

Kimberly Arrington, LPC, LCDC
Assistant Professor and Chair of Drug and Alcohol Counseling
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General Business:

Douglas Franklin, MBA, Ed.D
Visiting Professor and Chair, General Business
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General Studies (Spanish and English):

Rebecca Dowden, Ed.D.
Associate Dean & Program Chair of General Studies (English & Spanish)
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Technical Programs (Cybersecurity and Networking Technology):

Hector Garza, MSIS
Program Chair of Cybersecurity and Networking Technology
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Pragmatic Studies:

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Assistant Professor and Program Chair of Pragmatic Studies
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Staff

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Academic Coordinator & Enrollment Liasion
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Chianti Grantham, M.Ed.
Student Success Coach
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Specialized Roles & Functions

Some members of the leadership team serve specialized roles and functions. Among these is the Department Chair. The **Department Chair** maintains overall responsibility for the department and its functions. This includes:

General Responsibilities:

1. Program coordination, including course and instructor scheduling, responding to program related inquiries, and administrative tasks,
2. Academic advising, cohort coordination, and monitoring student progress,
3. Teaching and curriculum development in alignment with university policy (and licensure requirements for Drug and Alcohol Counseling, only),
4. Program development: Develop and improve the program curriculum essential to the university mission and other industry specific requirements,
5. Faculty and staff development, communication, and mentoring,
6. Program evaluation and data management.
7. Departmental budget input for overall Kolbe School budget
8. Maintaining alumni relationships and coordinating continuing education.

9. Serving on school and university committees.
10. Community outreach.

Specific Responsibilities:

1. Submitting the department's course offerings schedule to the Academic Coordinator and Registrars' Office and overseeing staffing,
2. Evaluating part-time faculty and recommending retention or termination annually,
3. Monitoring faculty course loads to ensure compliance with University policy,
4. Supervising academic programs, including the academic review process,
5. Collecting and supervising the department's course syllabi,
6. Overseeing academic advising for department students,
7. Assisting Admissions Offices with student recruitment, and
8. Recommending the hiring of new adjunct faculty,

Most of these functions are fulfilled in partnership with the faculty.

The **Academic Coordinator & Enrollment Liasion** works actively with the Chair, faculty, and institutional colleagues to maintain the day-to-day operations of the department. The academic coordinator takes an active part in most of the functions described under the chair's responsibilities. Further, the academic coordinator takes a lead in departmental admissions processes.

1. Marketing / Outreach: Collaborate with the Senior Social Media Specialist; advertise Kolbe programs on social media: Facebook, Twitter, Instagram, Web Blog, YouTube, Google+, Tumblr, WordPress, Vimeo, and LinkedIn; advertise/market program initiatives and events on larger UST media networks, UST Calendar, UST Website, UST social media
2. Admissions: Review and organize applicant materials; follow up on outstanding applicant documents; update applicant status; maintain applicant records
3. Student & Support: Answer student questions; provide IT support and troubleshooting; arrange orientation to student/campus/community life; maintain department student advising records
4. Registration/Scheduling: Collaborate with chair on course scheduling and student assignment to course sections; collaborate with staff to enroll students each semester; collaborate with registrar's office to correct enrollment errors/edits and follow up on requests/documents sent there.
5. Evaluation: Build/maintain databases of program inquiries, prospective students, applicants, and current student course progression

The **Student Success Coach** actively works with students, all faculty, department chairs and the Kolbe Leadership. The Student Success Coach engages in the following primary duties:

1. **Student Advocacy:** They serve as an advocate for students, helping to address any academic or personal challenges that may hinder their success.
2. **Collaboration with Faculty:** The Coach collaborates closely with faculty members to identify students who may need additional support and to develop strategies for their success.
3. **Departmental Coordination:** They work with department chairs to ensure that academic programs and support services are aligned to enhance student success.
4. **Leadership Engagement:** The Student Success Coach engages with the Kolbe School leadership to develop and implement initiatives aimed at improving student outcomes and satisfaction.
5. **Resource Referral:** They provide information and referrals to relevant resources, such as tutoring, counseling, and career services, to help students overcome obstacles and thrive academically.

Other members of the Kolbe Community include:

Students

The Kolbe School serves undergraduate students pursuing Associates of Applied Science (AAS) degrees in various programs. These students include both full-time and part-time students from diverse background and professional histories. At the Kolbe School, we recognize and honor diverse adult learners, cultivate safe spaces for all types of students, and promote both academic and professional success.

Community Partners

Community partners are essential members of the Kolbe community, both by providing opportunities for our students and through ongoing collaborations to identify and address social justice and advocacy opportunities. We are grateful for and thank our community partners who play a significant role in enriching the learning experiences of our students.

ADMISSION & ENROLLMENT

Admission Requirements

Prospective students must complete an online application and provide a copy of their high school diploma, record of General Education Development Test (GED), or copies of transcripts from other institutions to be admitted into the program. Students are admitted to the program each Fall and Spring semester.

Upon request, students may be required to submit additional documentation such as test results or an admissions interview to complete the student file.

*Please see the appendices for additional admissions requirements for each respective program.

Prerequisites

Applicants to the Kolbe School must hold a minimum of a high school diploma or equivalent to be admitted to the program.

Full-Time & Part-Time Enrollments

Students admitted into the Kolbe School are automatically enrolled as full-time students. This includes four courses each fall and spring semester, and four courses each summer semester (two during Summer I and two during Summer II) for six consecutive semesters (Summer I and Summer II each count as one semester). Part-time enrollment includes two courses each fall and spring semester and one course each summer semester for 12 consecutive semesters (four years). Students originally admitted as full-time students may change their status to part-time, and vice versa. Changes from full-time to part-time status may impact course sequencing, eligibility for federal financial aid, and visa status for international students. These issues will be discussed with the student at the time of the request for a change between full-time and part-time status and during their academic advising meeting.

Students requesting a change in enrollment status must inform the Department Chair and complete a program enrollment update form with the Kolbe School Academic Coordinator.

Program Sequence/Track

Courses in the Kolbe programs are offered on either a compressed or regular semester track. Students in a Compressed Track (CTA/CTB) program will complete four courses each semester (or two courses each semester if enrolled part-time). Two of four courses will be offered in the first half of the semester (CTA), while the other two are offered during the second half of the semester (CTB). Students enrolled in a Regular Track program will complete courses across the full semester (16 weeks).

Students and faculty should be familiar with their respective program tracks as programs may differ in add/drop dates, census attendance deadlines, drop/withdrawal deadlines, course start dates, and final grade deadlines.

Admission Deferral

If a deferral of admission to a future semester is needed, the student must notify the Academic Coordinator in writing using the Registration Agreement/ Statement of Intent form.

Transfer and Substitution of Credit

Students in the Kolbe School may transfer equivalent courses for credit. Maximum credit hour transfers and other stipulations differ by program. To transfer credit from previous coursework, students send their transcripts to the Department Chair for evaluation. The Department Chair will determine which courses will be transferred, confirm this with the student, and submit the Transfer Credit Form (or the Substitution Waiver Form if courses were taken at UST) to the Registrar's office. Transfer credits will be reflected in the students Degree Plan.

In some cases, the Department Chair may request that the student send the course description or syllabus for a course that was previously completed.

*Please see the appendices for additional transfer and substitution of credit stipulations for each respective program.

Academic Advising

Students are required to meet once per semester with their assigned Academic Advisor to discuss their academic plan for the following semester and any issues related to the student's progression through the program. Further, when concerns about academic performance or professional development arise, a student will meet with the Department Chair. The program chair and student will develop a strategy or plan to address the concern.

Adding & Dropping Courses

Registration, including adding and dropping courses is completed by the Academic Coordinator for each student. Students can request to change from full-time to part-time (or vice versa), which will impact the courses they will be registered for.

Student Leave of Absence

A student may request a leave of absence from the program by meeting with the Department Chair and Academic Coordinator and writing a formal request for a leave. Leaves are usually granted for a single semester but may be renewed for an additional semester. Absence from the

program for more than one calendar year may necessitate reapplication to the program. Taking a leave of absence may impact course progression, course availability, full-time/part-time status, financial aid eligibility, and visa status.

Medical Withdrawal through Registrar

Students wishing to secure a medical withdrawal must submit a hard copy of a doctor's note on official letterhead indicating the student's circumstances, length of time under the doctor's care, and the doctor's recommendations. The student must also submit a personal request to withdraw for medical reasons, either through an Add/Drop form or personal letter. Medical withdrawals must be given for all courses in which the student is enrolled during the semester; no partial withdrawal is permitted. All documentation must be submitted to the Registrar no later than the last day of classes for the applicable term. The timing of a medical withdrawal may impact the student's eligibility for a partial tuition refund.

Students With Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008, the University of St. Thomas-Houston is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability that may impact your performance in this course and requires accommodations, you must first register with the Access and Disability Services Office. Access and Disability Services is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that classroom accommodations cannot be provided prior to your instructor's receipt of a letter of accommodation (LOA) from Access and Disability Services.

Note: It is the student's responsibility to ensure that they have contacted and registered with the Access and Disability Services Office. Accommodations will not be retroactively implemented.

Other Withdrawal through Registrar

Students may withdraw from the University after the semester withdrawal deadline has passed. In this case, the student will also be withdrawn from each of the courses they are enrolled in. Should the student choose to return, the student will reapply for admission into their program of choice. The student's transcript will reflect a withdrawal. Any student who wishes to withdraw may contact the Registrar's Office, inform their Academic Advisor, or contact the Kolbe School Academic Coordinator to begin the process.

Readmission

Students who have deferred admission or taken a leave from the program for four or more semesters (Fall and Spring) may be required to reapply for admission to the program. Readmission is not guaranteed and will be based on the admissions standards in effect at the time of reapplication.

Student Orientations

Admitted students are required to attend orientation to Kolbe School of Innovation and Professional Studies at the start of each semester. Students who are unable to attend orientations are required to meet with the Department Chair and Academic Coordinator to review orientation materials. All faculty are strongly encouraged to attend these orientations, as their schedules permit.

Student, Faculty, and Staff Handbook

The Kolbe School maintains the responsibility for revisions to the student handbook. The student handbook is distributed to all Kolbe students at orientation and annually thereafter. The Handbook is reviewed annually, and students, faculty, and staff are encouraged to review the handbook to ensure they have the most up-to-date information and policies.

Tuition & Fees

Tuition and fees for the Kolbe School courses are established by the university and are subject to change. Please refer to the UST business office website (stthom.edu/business office) for current tuition and fee information. Tuition and fees vary by program.

STUDENT ACADEMIC STANDING

Good Academic Standing Policy

A student is in Good Academic Standing as long as he/she maintains a minimum GPA, as specified below. To remain in Good Academic Standing and avoid Academic Probation, a student must have the following minimum cumulative grade point average on course work completed at the University of St. Thomas relative to the number of completed regular fall/spring semesters. Students placed on Academic Probation will not be in Good Academic Standing. A cumulative grade point average of 2.0 is the minimum standard for graduation.

Completed Regular Fall/Spring Semesters UST Grade Point Average

Semester 1	1.70
Semester 2	1.80
Semester 3	1.90
Semester 4 +	2.00

Note: All coursework completed at UST outside of the regular fall/spring terms, will be counted toward cumulative grade point average and will affect Good Academic Standing.

Academic Probation and Dismissal

Academic Probation is intended to warn students that they have dropped below the level of performance necessary for Good Academic Standing (listed above). Students shall be placed on Academic Probation if their cumulative GPA does not meet the required minimum relative to the number of regular fall/spring semesters completed at UST. Students who are on Academic Probation must also take a mandatory one credit hour course which is aimed to supporting time management, working with the academic advisor, and success coach to develop an individualized academic plan.

Academic Probation will remain until the student meets the required cumulative GPA. Once the cumulative GPA meets or exceeds the minimum GPA requirement, the student will be removed from Academic Probation and be in Good Academic Standing.

Only course work taken at UST will be applied toward the grade point average. Academic Probation will be posted to the fall/spring semester in which the cumulative GPA falls below the level of Good Academic Standing. The cumulative GPA will be recalculated at the start of each semester (fall, spring and summer), and all coursework completed at UST between the fall and spring semesters will be used toward the GPA re-calculation. Academic Probation will be noted permanently on the student's academic record. Students on Academic Probation may be required to carry a restricted course load and/or repeat courses as well as perform other activities prescribed

by the Registrar or designee. Students unwilling to accept the conditions of their probation will be dismissed.

Academic Dismissal is incurred when a student's cumulative GPA drops below the level of performance necessary for Good Academic Standing (listed above) and his/her semester GPA continues to post below the requirement for Good Academic Standing. During the academic dismissal, students may not enroll, audit or visit classes at UST. Academic dismissal will be noted permanently on students' academic records.

Students may also be dismissed if they are on probation and are unwilling to accept the conditions of their probation or do not conscientiously fulfill the conditions of their probation. On these matters, the student's academic advisor or dean of students will make the recommendations to the Registrar.

Other reasons may justify dismissal, including academic dishonesty and violating certain norms of conduct expected of students as outlined in the Code of Student Conduct.

A student who has been dismissed for academic reasons may apply for readmission to the University after one year. The University's Admissions Committee reviews readmission applications and sets the conditions for readmission. These may involve the student taking only prescribed courses or a limited course load. In all cases, the student will be readmitted on a conditional basis. The student's academic advisor will monitor the student's progress in meeting the conditions of readmission set by the Admissions Committee.

Academic Probation Contract

Students on Academic Probation will complete a *Professional Expectations and Dispositions Contract* with the Department Chair and Student Success Coach. Students on Academic Probation will be required to meet with the Student Success Coach throughout the semester. Finally, students placed on Academic Probation may be required to enroll as a part-time student.

Appeal of Dismissal

There is no appeal/petition process for Academic Dismissal.

Academic Fresh Start

Students who have not completed coursework at UST for ten or more years are eligible for the academic “fresh start” program. Essentially, if a student elects this option and is re-admitted to UST under current application requirements, all courses taken ten or more years ago will be counted toward degree completion; however, they will not be counted in the new GPA calculations. Students utilizing the Academic Fresh Start program are required to complete a

minimum of 36 hours counted toward their GPA, in order to graduate from the University of St. Thomas. With this option, a student who left the University on probation could return ten years later with good academic standing.

The provisions of the “fresh start” program cannot be reversed once initiated, and it may only be invoked once.

In order to be considered for the “fresh start” program, students must select the “fresh start” option on the application and submit all official transcripts from all colleges and universities attended.

Note: Academic Fresh Start clears only a student’s academic record. When deciding eligibility for financial aid, the University must count all prior credits earned. In addition, the Department of Veterans Affairs does not recognize the Academic Fresh Start program. Students cannot be certified for courses they have successfully completed.

STUDENT CODE OF CONDUCT

Standards of Conduct

As a Catholic university, UST strives to nurture the formation of “men and women for others” and to provide an atmosphere of *cura personalis*, care for the whole person, so that each individual may realize his or her full potential.

All members of the UST community have the right to be treated with courtesy and respect. In this spirit, the Kolbe School espouses the highest ethical standards and expects students, faculty, administrators, and staff to conduct ourselves in a manner that upholds these principles.

When students engage in violations, the first approach by faculty and staff will be an educational one, assisting the student in better understanding expectations and adjusting behavior to meet professional requirements. When faculty and staff become aware of significant violations by any member of the community, they are expected to report these situations to the Department Chair as soon as possible, so that the department may coordinate an appropriate response to the community member.

The Kolbe School Professional Dispositions and Student Expectations

Students in the Kolbe School are required to adhere to The Kolbe School Professional Dispositions and Student Expectations. Failure to meet the expectations will result in the following:

- 1) A verbal warning. If the behavior continues,
- 2) The student will receive a written warning and will be required to complete the Professional Dispositions and Expectations contract. At this stage, students will be required to meet with their respective Chair and/or the Academic Success Coach as determined in the contract.
- 3) Repeated failure to meet the Kolbe School Professional Dispositions and Expectations may result in the student’s dismissal from the program and/or the University.

The expectations are as outlined:

Criterion I: Physical Demands

The Candidate:

Indicator IA: is able to meet the physical demands of the anticipated professional field.

Implementation: The faculty will observe the candidate’s ability to perform the physical requirements normally associated with the position sought.

Review Procedures: If the candidate has persistent difficulties, faculty will meet with the candidate to determine appropriate next steps. Insurmountable limitations may be the grounds for denial of admission to or continuation in the program and/or denial of recommendation for certification/licensure/position.

Criterion II: Behavioral Tendencies

The Candidate:

Indicator IIA: maintains composure under pressure by exhibiting self-control.

Implementation: Evidence of good self-control can be obtained through observation of a person's functioning in normal situations requiring an individual response, interaction with others, meeting obligations, and handling problems. A candidate's response to stressful situations in the academic setting may also be observed for this purpose.

Review procedures: When difficulties arise, appropriate behaviors will be discussed with the candidate. If faculty observes the candidate to continue to struggle in this domain, a candidate may be denied admission to or continuation in the program. Faculty may also deny recommendation for certification/ licensure.

Indicator IIB: is able to express feelings effectively and appropriately.

Implementation: Evidence of this criterion can be observed in a student's questioning and contributing behavior in class, observations of his or her conversation with peers and advisors, use of appropriate language when under stressful conditions, and the ability to listen to corrective feedback when needed.

Review Procedures: In case of persistent avoidance of interaction, the candidate will be asked to consult with the course instructor, departmental advisor, and/or other faculty members that may have necessary and relevant interest. If the problem is not overcome, admission to or continuation in the program and recommendation for certification/licensure may be denied.

Indicator IIC: Participates collaboratively in group enterprises and contributes constructively to the group objective; disagrees courteously, avoids sarcasm, makes constructive suggestions; takes suggestions; accepts constructive criticism; and modifies behavior appropriately.

Implementation: Evidence of this criterion is obtained first in a wide variety of group situations, from class discussions and small group activities to departmental, organizational, and social task-related meetings. It is also obtained from the student's relationship with supervisors. Faculty members, school personnel, and peers can all contribute to the assessment of an individual's effectiveness in democratic group processes. Either continual withdrawal or domination, intimidation or a deference to others, and aggression or resistance will be evidence of problems in this area.

Review Procedures: Candidates experiencing difficulties in this area will be referred to the course instructor, departmental advisor, and/or other faculty members that may have necessary and relevant interest. Persistent lack of cooperative behavior may constitute grounds for denial of admissions to or continuation in the program and recommendation for certification/licensure may be denied.

Indicator IID: fosters collegiality by exhibiting a willingness to accept and respond to feedback and productively acknowledge the validity of the feedback; demonstrates an awareness of one's impact on others.

Implementation: Evidence of this criterion is obtained first in a wide variety of group situations, from class discussions and small group activities to departmental, organizational, and social task-related meetings. It is also obtained from the student's relationship with supervisors. Faculty members, school personnel, and peers can all contribute to the assessment of an individual's effectiveness in democratic group processes. The candidate will use positive conflict resolution techniques and respect the points of view of others. Either continual withdrawal or domination, intimidation or a deference to others, and aggression or resistance will be evidence of problems in this area.

Review Procedures: Candidates experiencing difficulties in this area will be referred to the course instructor, departmental advisor, and/or other faculty members that may have necessary and relevant interest. Persistent lack of cooperative behavior may constitute grounds for denial of admissions to or continuation in the program, and recommendation for certification/licensure will be denied.

Indicator IIE: Relates easily and appropriately to those in authority, neither deferring submissively nor challenging blindly and indiscriminately; complies with rules and seeks change using established channels; reports problems with school or university operations with reference to specific evidence and reasonable courtesy.

Implementation: Candidates will resolve issues using the social justice tenet of subsidiarity. Violent outbursts, bypassing those in immediate authority, or the flagrant violation of rules and procedures would be grounds for faculty concern.

Review Procedures: All students will be made aware of appropriate steps to resolve concerns and the "chain of command" will be made known to all candidates. Following this structure will be required of all candidates. Repeated evidence of poor relationships with those in authority will be called to the candidate's attention and discussed. If the behavior persists admission in or continuation in the program and recommendation for certification/ licensure may be denied.

Criterion III: Professional Responsibility

The Candidate:

Indicator IIIA: Meets University and program requirements and deadlines promptly (also school expectations during field experiences/practicum experiences/internships); anticipates needs and

problems and plans ahead; adapts to institutional or professional standards including appropriate/professional dress and policies.

Implementation: Evidence of the candidate's awareness of institutional requirements and schedules and of the maturity and responsibility to meet such expectations is obtained by noting the ease and promptness with which each candidate meets established expectations. Reading catalogues, handbooks, and policies; attending informational meetings; seeking early counsel from faculty advisors, records analysts, or senior students; and complying with stated procedures and the schedules for application forms provide one kind of evidence. Unsolicited or spontaneous compliance with school standards, policies, and procedures offers another. Frequent or continual failure to meet schedules or to complete procedures correctly, repeated requests for exceptions to rules, persistent violations of school policies, and the like will constitute grounds for conclusion that this criterion has not been met.

Review Procedures: Candidates who experience repeated difficulty in this area will be referred to the appropriate advisor or departmental leader. If the behavior continues admission to or continuation in the program and recommendation for certification/licensure may be denied.

Indicator IIIB: Is on time for class and appointments; submits assignments and completes requirements at the appointed time; meets program deadlines; arranges ahead of time for unavoidable delays or absences; and does not solicit exceptions for any but very special and legitimate circumstances.

Implementation: Evidence for this criterion may be obtained from every class and program-related activity, including field experiences in the schools. Excessive cuts with no legitimate excuse, persistent tardiness in attendance at meetings, repeated requests for exceptions, and unexplained failure to keep appointments with supervisors or to attend announced meetings will be evidence that the candidate has not met this criterion.

Review Procedures: Repeated difficulties in this area will cause the candidate to be referred to a departmental advisor, who will first issue advice and warning. If the situation remains uncorrected, admission to or continuation in the program and recommendation for certification/licensure may be denied.

Indicator IIIC: Acknowledges his or her own responsibility and capability, does not attempt to transfer fault or blame to others or to rationalize his or her own inadequate or missing performance.

Implementation: Evidence on this criterion is gathered from the candidate's behaviors in his or her academic activities on campus and in his or her school-related responsibilities. The candidate who not only fails to appear or to prepare to meet a deadline or to fulfill some other responsibility but who also consistently tries to place the fault on someone else will be deemed not to have met this criterion.

Review Procedures: If the candidate repeatedly fails to meet this criterion, he or she will be referred to the appropriate advisor. Continued failure to meet the criterion may result in the

student's being denied admission to or continuation in the program and denied recommendation for certification/ licensure.

Indicator IIID: Maintains good academic standing with the University. The student submits assignments, completes course requirements, attends class, and adheres to deadlines. The student maintains a GPA of 2.0 or higher at the end of each Academic Semester, indicating coursework and assignments sufficiently met the outlined course expectations.

Implementation: Evidence on this criterion is gathered from the student's performance in his or her academic responsibilities; and/or Grade Point Average (GPA) determined at the end of each academic semester. The candidate fails to maintain the responsibility of completing coursework to the outlined standard, as well as missing excessive class(es) and deadlines, consistent in late or no assignment submissions, or inability to meet course requirements.

Review Procedures: If the candidate fails to meet this criterion, he or she will be referred to the Department Chair and Academic Success Coach for appropriate advising and intervention. A specific action plan (intervention) will be developed in consultation with the candidate. Continued failure to meet the criterion may result in the student's being denied admission to or continuation in the program (academic dismissal) and denied recommendation for certification/ licensure.

Criterion IV: Communication

The Candidate:

Indicator IVA: Speaks with clarity, fluency and correctness; makes few grammatical errors; does not over use colloquialisms or clichés; adjusts the level of formality to the situation; provides a good model of spoken English for students.

Implementation: This criterion is evaluated in oral interaction with and of the candidate, especially in education courses and in formal interactions with faculty and staff as well as in the candidate's oral reaction with others (including oral communication skills with students in schools where appropriate). The candidate must initiate enough communication for this criterion to be assessed; hiding limitations through non-participation may also be evaluated negatively.

Review Procedures: Candidates whose spoken language is grammatically incorrect will be so advised, remediation will be suggested, and opportunities to show improvement will be provided. However, it is the candidate's responsibility to make the improvement, and a person with said difficulties that are not remediated or improved to meet the standard in the chosen professional field of study may be denied admission or continuation in the program and may not be recommended for certification/ licensure.

Indicator IVB: Writes with clarity, fluency, and correctness; makes few grammatical errors; organizes writing effectively to communicate ideas, phrases, directions, and explanations clearly.

Implementation: This criterion is evaluated on the basis of grammar, mechanics, spelling, and diction through the continual inspection of candidates' written assignments, papers, and examinations. Correctness is essential, but clarity, organization, and significance of message are also necessary. Moreover, correctness must not only be recognized on planned assignments but spontaneously produced in writing generated by the candidate as well.

Review Procedures: Individuals who do not demonstrate good writing skills will not be admitted to or continue in the program and recommended for certification/ licensure may be denied. A candidate with unacceptable writing skills will be encouraged to seek assistance through the writing lab on campus or through other means at his or her own expense, and opportunities to demonstrate improvement will be provided. However, the responsibility rests on the candidate to make the necessary improvement.

Indicator IVC: Has fluent and articulate functional communication skills which enable others to understand his or her ideas; has fluent speech, substitutes one word for another, uses varying forms of sentence construction to re-phrasing an idea or a question quickly and repeatedly until the communication is clear to the reader or listener.

Implementation: Observations of oral language skills may be made by all members of the university faculty and staff, by peers, and by public school personnel. A consensus of inadequacy among several observers will be sought before any action is taken.

Review Procedures: Candidates who experience said difficulties will be encouraged to investigate methods for remediation, including but not limited to methods that may be obtained at the candidate's own expense. If the problem is not remediated to meet the standard that is required for the chosen professional field of study, admission to or continuation in the program may be denied along with a denial of recommendation for certification/ licensure.

Criterion V: Personal Responsibility

The Candidate:

Indicator VA: Demonstrates sensitivity to social expectations in varied environments; adapts to school/agency expectations for standards of conduct, of interpersonal interaction, and of discharging responsibilities without compromising personal integrity; shows consideration for others.

Implementation: The candidate will be evaluated on this criterion in environments that relate to his or her certification program. He or she will evidence awareness that the general expectation may require alteration of his or her customary behavior to meet the standards set in the chosen professional field.

Review Procedures: Those individuals who do not respect SEHS policies and procedures will be reminded of those ideas so that this criterion may be met. Candidates must also demonstrate language that communicates and reflects professional decorum (including verbal and nonverbal

language). Those who do not demonstrate understanding of these criteria will not be admitted to or continue in the program and recommended for certification/ licensure will be denied.

Indicator VB: adheres to the UST academic honesty code.

Implementation: All work and products completed by the candidate will be reviewed by course instructors and any other pertinent faculty members to ensure and maintain integrity. Online resources such as TurnItIn may be used by faculty, along with any other resources necessary for this purpose.

Review Procedures: All work and products completed by the candidate must be his or her own. Academic dishonesty and/or plagiarism in any form will not be tolerated. All instances of academic dishonesty will be handled according to the UST academic dishonesty and this will not be tolerated. Any instance of academic dishonesty will be documented and reported to the dean. A student may be failed for a specific assignment or the entire course for academic dishonesty; a student may also be dismissed from the university for said infraction.

Criterion VI: Commitment to Diversity and Learning

The Candidate:

Indicator VIA: shows adaptability in instruction for individual differences; facilitates lessons that counteract negative stereotypes and bigotry; provides students with access to varying points of view; uses language that is not demeaning or harmful to any individual or group.

Implementation: Throughout the candidate's affiliation with his or her department, faculty, and staff will observe whether the student demonstrates a commitment to diversity. The candidate will create respect individual differences and adapt instruction to "best practices."

Review Procedures: Consistent demonstration of commitment to diversity is necessary for retention in the program. Students who fail to show this commitment will be referred to the appropriate departmental advisor, and if no change is forthcoming, they may be denied admission to or continue in the program and recommendation for certification/ licensure will be denied.

Indicator VIB: shows commitment to social justice and follows social justice tenets outlined by the university.

Implementation: Throughout the candidate's affiliation with his or her department, faculty, and staff will observe whether the student evidences behavior that supports subsidiarity and the dignity and rights of all people. The candidate will demonstrate support for the notion that all people have the right to education.

Review Procedures: Consistent demonstration of commitment to social justice is necessary for retention in the program. Students who fail to show this commitment will be referred to the appropriate departmental advisor, and if no change is forthcoming, they may be denied

admission to or continue in the program and recommendation for certification/ licensure will be denied.

Note: If a student fails to attend a Dispositions meeting or complete a Dispositions and Professional Expectations Contract when initiated, the student will not be registered for courses for the following semester until the Contract has been executed. Furthermore, repeated failed attempts to meet with the student may result in dismissal from the program.

Addressing Concerns with Others

It is common within a community for individuals to disagree with each other or to develop personal or professional concerns related to others. As a community of professionals, it is the expectation that disagreements or concerns will first be directly addressed with the other individual(s) involved. For example, if two students disagree with each other, they are expected to discuss the concerns with each other before bringing the concern to other members of the community. Similarly, if a student and faculty member experience a disagreement or concern, they should first schedule a meeting with each other to discuss the issue before raising it with other members of the community. Faculty and staff members are also expected to follow this professional practice.

If the individuals are not able to resolve the disagreement or concern directly with each other, then the assistance of other members of the community may be sought. When power differences between individuals create difficulties in addressing concerns directly, one or both parties may request the assistance or support of another faculty member or Department Chair in facilitating communication and supporting a resolution of the issue.

When differences occur between community members and the Chair that cannot be resolved with the Chair, faculty and staff members may invite the assistance or support of the Associate Dean or Dean of the Kolbe School.

Students Living with Disabilities

Students living with disabilities are strongly encouraged to register with the Access & Disability Services Office. Registered students receive letters each semester to provide to their instructors; these letters outline the academic accommodations prescribed to the student. All faculty are expected to support students by providing these accommodations. Instructors should neither provide academic accommodations to students who have not registered with Access and Disability Service Office, nor add accommodations not outlined by that office.

If it is evident that a student needs more or different accommodations than prescribed, please contact the Department Chair, who will then coordinate services with the Access and Disability Services Office.

Students in Distress

Faculty and staff play an important role in assisting students who experience distress. When a student shows signs of significant distress, faculty and staff are asked to alert the Department Chair so that support for the student may be coordinated. This support may include referral to Counseling Services, the Dean of Students, or other campus and community resources. Students are encouraged to inform their instructor(s) and Department Chair if in distress so that appropriate accommodations and/or action plans can be developed to support the student.

If student distress is persistent and interferes with his or her professionalism or academic work, then the student may be placed on a Professional Dispositions and Expectations contract. This contract is designed to provide additional support and structure to help the student regain their footing academically and professionally. The contract will outline specific expectations and goals for the student and may include regular check-ins and support from a faculty or staff mentor.

Academic Integrity

As a Catholic university, integrity and honesty are integral components of UST's core values. This commitment to integrity and honesty is manifested in an atmosphere of open, civil discourse and careful, respectful listening where freedom of thought and expression are valued and protected. The University also supports honesty and integrity by striving in various ways to foster respect for oneself and one's own work, as well as respect for others, their work, and their basic human rights.

Students are expected to conduct themselves honestly on all academic assignments. University-wide information about academic integrity as well as procedures for addressing alleged violations can be found in the Undergraduate Catalog. *Violations of academic integrity include, but are not limited to cheating, stealing, lying, forgery, and plagiarism. Ignorance of any of these offenses is not a valid reason for committing an act of academic dishonesty.

In addition to the aforementioned principles of academic integrity, it is essential to address the use of artificial intelligence tools, such as AI, ChatGPT, or other resources, in completing academic assignments. While the university encourages students to leverage technology for learning and research, it is crucial to uphold the values of honesty and integrity in the academic environment.

Students are reminded that using AI tools or similar resources to an extent that compromises the individual nature of assignments may be considered a violation of academic integrity. Instructors at UST retain the right to assess assignments for signs of overreliance on such tools, including observable differences in writing style, quality of work, or other indicators that suggest potential academic dishonesty.

In the event that instructors have reasonable grounds to believe that a student may have displayed academic dishonesty through the overuse of AI/ChatGPT or similar tools, they reserve the right to request the student to resubmit the assignment. This measure is in place to maintain the academic rigor and authenticity of the learning process, ensuring that students' work truly reflects their understanding and efforts.

*Academic dishonesty violations includes but is not limited to:

1. Cheating on an examination or test; for example, by copying from another's paper or using unauthorized materials before or during a test;
2. Plagiarism, which represents as one's own the work of another, whether published or not, without acknowledging the precise source;
3. Knowing participation in the academic dishonesty of another student or faculty member, even though one's own work is not directly affected;
4. Any conduct which reasonable persons in similar circumstances would recognize as dishonest in an academic setting.
5. Lying to a professor or staff member regarding any related assignment and displaying behaviors of blatant dishonesty.

The penalty for an incident of academic dishonesty by a student is, at the discretion of the faculty member, either a mark of zero for the work in question or the grade of F for the course. When a second charge of academic dishonesty has been upheld against a student, the student shall be dismissed from the University without the possibility of readmission. Faculty members are expected to communicate concerns about student academic dishonesty promptly to the Department Chair. In the event that a faculty member engages in academic dishonesty, she or he will participate in a review with the Department Chair and the Dean of the Kolbe School of Innovation and Professional Studies. If the faculty member is found responsible for academic dishonesty, she or he may be placed on probation, or dismissed from the university.

Class Attendance

Faculty and students are expected to attend classes and meetings to which they are assigned. Class attendance is similar to job attendance and is not optional. For asynchronous courses, students are responsible for managing their time and schedule to ensure coursework is completed in a timely manner. Student emergencies must be documented and presented to the course instructor as soon as possible. Should a situation arise such as a prolonged illness, the student may be required by the instructor to withdraw from the course. It is ultimately up to

the instructor, in consultation with the Department Chair, to determine whether the student will be allowed to register for the course, or be required to withdraw from the course.

Professional Communication

Students are expected to maintain professional communication during all online and in-person correspondence. Faculty, staff, and students are expected to refrain from unprofessional language and shorthand writing. Course assignments must be completed using professional language and within the guidelines provided to the students by the instructor.

Professional Appearance

When applicable, students are expected to maintain dress and hygiene consistent with what is appropriate in the settings in which they are. Faculty members are expected to maintain professional dress and hygiene. Community members are also encouraged to consider the diversity of our community, both on and off campus, and to consider what may be culturally considerate to others.

FAMILY EDUCATION RIGHTS & PRIVACY ACT

Policy on Release of Student Records

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law which gives students the right to inspect and review their education records and ask for amendments to those records. FERPA also gives each student some control over the disclosure of information from their education records.

Education records are defined as those documents that are directly related to a student and are maintained by an education agency, institution, or party acting for the agency or institution. Education records do not include sole possession records, law enforcement unit records, employment records, medical records, or post-attendance records. All currently enrolled and former students have the right to review their education records for content and accuracy. A student who wishes to obtain access to his or her education records should contact the Registrar.

Under FERPA, the University is free to release information about students categorized as directory information. Directory information includes such things as the student's full name; address; major field of study; participation in officially recognized activities and sports; height and weight of members of athletic teams; dates of attendance, including current classification and year, matriculation and withdrawal dates; degrees and awards received; most recent previous educational institution attended; full- or part-time status; and photograph. Students have the right to restrict disclosure of this information by completing and submitting a Request to Prevent Disclosure of Directory Information Form to the Registrar's Office. A non-disclosure request that is in effect when a student graduates or leaves the University remains in effect until rescinded by the student in writing.

The University may release a student's records to their parents with the written consent of the student. Consent forms are available in the Registrar's Office of the University Business Office.

Disclosure of Personal Information with Community Partners

The Chair may communicate with community partners about the on-site performance of students. Any questions about this should be directed to the Department Chair before information is released.

PROGRAM FEATURES

Blackboard Learning Management System

The University of St. Thomas utilizes the Blackboard Learning Management System (LMS). Blackboard is a user-friendly platform designed to enhance student's online learning experience. Students will access course information, assignments, and grades in Blackboard.

In 2024, UST will migrate from Blackboard to Blackboard Ultra. Additional information and training will be provided to faculty, staff, and students.

Access and Login:

1. To access Blackboard, visit <https://blackboard.stthom.edu/>
2. Log in using your university-provided username and password.
3. If you encounter any login issues, please contact the UST IT Help Desk for assistance at ithelpdesk@stthom.edu.

Course Navigation:

1. Once logged in, you'll find your courses listed on the homepage.
2. Each course includes essential components such as announcements, assignments, discussions, and grades.
3. Navigation menus on the left side of the screen help you easily move between course sections.

Course Content:

1. Your professors will upload course materials, including syllabi, lecture notes, readings, and multimedia resources.
2. Assignments, quizzes, and exams are often submitted and completed within Blackboard.
3. Discussion boards facilitate student interaction and engagement.

Grades and Feedback:

1. Your grades and feedback on assignments and assessments are accessible within Blackboard.
2. Professors provide detailed comments to help you improve.
3. You can track your progress throughout the semester.

University Communication

Students are required to use and frequently check their university issued e-mail address for all Academic communications. All communications from UST are sent to the student's University issued email address. Students who do not frequently check their university e-mail or use their personal email for on-going correspondence may be at risk of missing important information.

Emergency Communications

All students, faculty and staff are enrolled to receive emergency alerts based on the contact information provided to the University. To ensure you receive UST alerts, update your contact information via myStThom. For questions about UST alerts, email ens@stthom.edu

In the event of a school closure, students, faculty and staff will receive a UST Alert by email, phone, text message or UST social media channels – Facebook and Twitter.

Email & Account Access

The University of St. Thomas uses Office 365, an innovative product to access Office and your University Email Account. To log into you University issued e-mail account *for the first time*:

1. Navigate to <https://office.com>
2. Enter your full UST email (example@stthom.edu).
3. Once you enter your UST email, you will see a password screen that has UST branding/logo.
4. To log in for the first time, you must know your first and last name as well as your UST ID number. For example, if your name is Captain America and your UST ID is 0123456, the following would be your temporary password: **capAME0123456**

This password uses the format:

- The first three letters of your first name, all lowercased (cap).
 - The first three letters of your last name, all uppercased (AME).
 - Your seven-digit UST ID number (0123456).
5. Once you have successfully entered your login, you will be prompted to change your password.
 6. You will be prompted to add more information, click Next.
 7. You will then be prompted to enter either your phone number, an alternative email address, or create and answer security questions.
 8. At the next prompt, check the box that states, Don't show this again, click Yes.
 9. You should see the Office 365 homepage upon completion.

MyStThom

The webpage to sign into MYSTTHOM/PeopleSoft is located at <https://peter.stthom.edu>. From this page, students will sign into their respective accounts using their University of St. Thomas username (your UST username is the same as your UST email address but without @stthom.edu at the end). The password will be the same password the student has set up for their University of St. Thomas account. After signing in, students should be able to see their profile.

MyStThom has several features:

<i>College Scheduler:</i>	Schedule planning and generation.
<i>Profile:</i>	View your UST ID, names, addresses, date of birth, gender, contact details, and emergency contacts. You can change some of your personal information, but not all. If you need to make additional changes, contact the Registrar's office.
<i>Tasks:</i>	View notes, holds, and To-Do list items.
<i>Academic Progress:</i>	View your degree progress, run What-if Report, apply for graduation.
<i>Final Grades and Transcripts:</i>	View course history, grades per term, and unofficial transcripts. Request an official transcript, apply for graduation, and change your major/minor. Turn off your popup blocker before requesting official transcripts.
<i>Advisor and Registration Dates:</i>	View your assigned Advisor information, enrollment dates, and enrollment appointments.
<i>Immunization Form Upload:</i>	Submit immunization documents
<i>Search Classes and Register:</i>	View current schedule, search for classes, enroll/drop/swap classes, and update your Planner.
<i>Financial Account:</i>	View your account balances, payment history and 1098-Ts. To make a payment or to set up a payment plan, click Make a Payment, located on the left menu. Turn off your popup blocker and click the jUSTPay button.
<i>Financial Aid:</i>	View your award summary, accept/decline awards, view need summary, cost of attendance, and expected family contribution. Use the Change button to switch aid years.
<i>UST Resources:</i>	Access student documents and forms, shared governance, and internal reports.

Course Syllabus

Students will be provided with a course syllabus at the start of each semester for each course which they are enrolled in. The syllabus can be found in Blackboard and may also be distributed by the instructor. The syllabus outlines important details regarding the course, including textbook information, course description, assignments breakdown, and a course calendar. Students are

expected to thoroughly review each syllabus. Questions and concerns regarding the course should be directed to the instructor of record.

The instructor reserves the right to make changes to the syllabus once the semester has started. If changes are made to the syllabus, students will be informed of the changes and will be provided with an updated copy of the syllabus.

End-of-Semester Course Evaluations

Student course feedback at the end of semester is an important tool for maintaining and improving the quality of courses. End-of-semester evaluations are administered to all classes by the university. Students are sent links to these surveys through UST email. Student responses to end-of-semester evaluations are anonymous (the instructor and department chair do not know the identities of individual respondents unless the student identifies herself or himself in the text box responses).

End-of-Semester Course Evaluations are completed through the University's Watermark system.

STUDENT ACADEMIC & PROFESSIONAL PROGRESS

Performance Standards

Kolbe students must maintain high academic and professional standards and develop skills necessary to work with people with diverse needs. Students are expected to demonstrate emotional and mental fitness. A student's acceptance in the Kolbe School does not guarantee professional fitness, which is required to remain in the program. If a student does not seem professionally fit for the program (or profession), he or she may be placed on a Professional Dispositions and Expectations contract to discuss the student's developmental needs. Faculty are encouraged to alert the Department Chair of any student whose professional fitness is of concern.

Similarly, faculty are expected to maintain high academic and professional standards and demonstrate the skills necessary to work with community members with diverse needs. Faculty and staff are expected to demonstrate emotional and mental fitness.

Inadequate Academic Performance by Students

Inadequate performance can be academic or professional in nature. Faculty members routinely monitor the progress of students. The faculty has a duty to recognize and respond to problematic, inadequate, or impaired student performance. Both full-time and part-time faculty members are asked to participate in the monitoring of students' performance.

Dismissal of a student from the Kolbe School is a significant event for both the student and the faculty. Dismissal from the program is likely when the faculty concludes that a student has failed to demonstrate a minimum level of competency in either academic skills or professional conduct. In most instances, a student would first be subject to a probationary period with the implementation of a dispositions contract.

When the student fails to fulfill the program's academic requirements, or when work over a period of time shows a lack of progress towards the degree, a student may be placed on a dispositions contract or Academic Probation. Usually, this action would be initiated by the Department Chair/Academic Advisor and communicated in writing to the student. Continued failure to maintain good academic standing may result in dismissal from the program.

Inadequate Professionalism by Students

In addition to Academic Performance, students are expected to maintain an appropriate level of professionalism and emotional maturity. Inappropriate behaviors include excessive emotional dysregulation; personal concerns that interfere with a student's ability or willingness to manage

personal stress; circumstances that affect the quality of work expected of the student; and behavior which poses a risk to other students, faculty, or staff that the student is in contact with.

Students who display inappropriate behaviors or emotional immaturity may be placed on a dispositions contract. If the student fails to accept coaching and mentorship from faculty, Chairs, and/or the success coach, they may be dismissed from their respective program.

Grade Appeals

A student who wishes to appeal a final course grade should first consult with the course instructor, then with the Department Chair, and then, if the matter remains unresolved, with the Dean of the Kolbe School of Innovation & Professional Studies. Grade appeals to the Department Chair or Dean must be made in writing, with specific reference to the course requirements outlined in the syllabus.

Repeating Courses

Students must maintain a passing grade in each class to progress in the program. If the student received a failing grade in the course, the student will need to repeat the course to receive credit.

Academic Probation

Students who perform at a deficient level may be placed on academic probation or be dismissed from the University. Students are placed on probation to allow them to refocus their attention and activities to correct their deficiencies. If students do not correct their deficiencies, they may be dismissed from the University. Students who manifest severe deficiencies in their performance may be dismissed without having been on probation. Undergraduate students must maintain a cumulative GPA of 2.0 or better in their course work at UST. Students who have completed nine UST semester credit hours and whose cumulative GPA falls below 2.0 will be placed on academic probation.

Students who are on academic probation must earn a minimum 2.0 semester GPA on course work each subsequent semester until the grade-point deficiency is removed. Only course work taken at UST will be applied toward the grade point deficiency. Grade changes made for students on probation will not affect the academic standing for that semester. Students who leave the university on academic probation will be readmitted on academic probation. Academic probation will be posted to the semester in which the cumulative GPA falls below 2.0 and will begin with the first class meeting of the next semester. Academic probation will be noted permanently on students' academic records.

The Registrar will notify the student's academic advisor that the student is on probation. A probation hold will be placed on the student's myStThom account that will be released by the advisor. The advisor will meet with the student and develop a learning contract for the student to remediate the deficient academic performance. Students on academic probation may be required to carry a restricted course load and/or repeat courses as well as perform other activities prescribed by the advisor or dean to address deficiencies. Students unwilling to accept the conditions of their probation will be dismissed. The academic advisor will make recommendations to the appropriate dean or the Registrar concerning the student's compliance with the learning contract and the need for dismissal.

Academic Dismissal

Students who are unable to maintain the required GPA for the Kolbe School or fail the repeated courses will be dismissed from the University. Students can complete a formal appeals process for re-entry if desired. Additionally, students in the Kolbe School may be dismissed for ongoing behavioral issues or concerns regarding professionalism.

Student Grievance Procedures

When a student experiences difficulties with another student, a faculty member, a staff member, or a supervisor, the student should first discuss the problem with the person involved, if possible. Examples of student grievances include situations such as discrimination, harassment, and evidence of prejudicial grading by an instructor.

Student grievances may be addressed to the Department Chair. If the grievance relates to the Department Chair, the student may address the grievance to the Dean and or Associate Dean of the Kolbe School of Innovation & Professional Studies, or to the Dean of Students.

STUDENT AFFAIRS & UST RESOURCES

Athletics

(713) 831-7214

The Celts' varsity athletic program is a provisional member of the National Collegiate Athletic Association (NCAA) and the Southern Collegiate Athletic Conference (SCAC). Currently, varsity sports include volleyball and men's and women's soccer, basketball, golf and cross country. Schedules and rosters for all teams can be found at www.ustcelts.com.

Access and Disability Services

713-525-3546

access@stthom.edu

The University of St. Thomas provides reasonable academic accommodations to students who request them for a disability that creates a functional impairment in the academic environment. Students with disabilities should also register with this office to secure academic accommodations.

Bookstore

713-525-3806

bookstore@stthom.edu; stthomas@bkstr.com

The bookstore is located on the first floor of the Moran Center. Each semester the CMHC Chair/Administrator notify the bookstore of required and recommended course texts, which are then listed by course on the bookstore's website. Students may purchase books through the bookstore or through an outside vendor.

Business Office

713-525-2130

Visit the Business Office (located in the Herzstein Enrollment Services Center) to pay your tuition, set up a payment plan, pick up a refund check or book voucher, and pay for parking.

Campus Map

An interactive campus map is available on the UST website:

www.stthom.edu/public/index.asp?page_ID=100011&PNF_Check=1&Aquifer_Source_URL=/map

Campus Ministry

713-525-3589

Campus Ministry is located at 4110 Mt. Vernon, just around the corner from the CMHC office/SEHS Annex. Campus ministry coordinates Roman Catholic masses in the chapel and other spiritual formation activities.

Career Services & Testing

713-525-3160

Career Services is located at the southern end of the second floor of Crooker Center. The staff can assist students in finding part-time and full-time employment, both during their studies and following graduation.

Counseling and Wellness Services

713-525-2169

Counseling and Wellness Services is located on the second floor of Crooker Center and offers individual counseling to UST students. Counseling is provided in-person and virtually to all UST students at no cost.

Office of Dean of Students

713-525-6972

The Dean of Students, , offices on the second floor of Crooker Center. The Office of The Dean of Students serves as advocates for undergraduate and graduate students experiencing academic or personal difficulties.

Dining Services

713-525-3873

Dining Services are offered on the northern end of the first floor of Crooker Center. The cafeteria serves meals during the day and also offers a marketplace for snacks and drinks. Vending machines are also available in many campus buildings.

Doherty Library

713-525-2180

The Doherty Library is the main University library. It contains over 260,000 physical books with access to over 220,000 electronic books, 274 databases, and access to approximately 75,000 periodical titles. Online resources are also available through the library website, <http://library.stthom.edu>. Call 713-525- 2188 for research assistance. UST students also have access to the Cardinal Beran Library at St. Mary's Seminary - <http://www.smseminary.com/library>. This library is an integral part of the University's School of Theology, and it subscribes to nearly 200 periodicals and houses over 60,000 volumes. Call 713-686- 6844, ext 265 for assistance.

Emergency Notification System

In the event of UST closure due to inclement weather, the Emergency Notification System will send an email to students, faculty, and staff. It is recommended that you have your emails forwarded to your cell phone. Please keep your contact information up to date in your

MyStthom account. The Emergency Notification System may also be used in the event of a dangerous situation on campus. In such an emergency, the message will also indicate if we should evacuate or shelter in place.

Health Promotion & Wellness

713-525-3513

The Office of Health Promotion and Wellness is committed to advancing the health and well-being of the University of St. Thomas community. The staff responds to the needs of students by developing preventative and active outreach programs in conjunction with peer educators.

International Students & Scholar Services

713-525-3503

The International Student Services office is located on the second floor of Crooker Center. The staff can assist international students with adjustments to life and study in the United States and ensures student compliance with visa regulations.

IT Help Desk/Technology Services

713-525-6900

The IT Help Desk can assist students with technology-related questions. Phone calls are preferred. The IT staff may assist with questions related to accessing your MyStthom portal, UST e-mail, and Blackboard. These questions and those about Taskstream may also be posed to CMHC staff.

Jerabeck Athletic Center

713-525-3510

The athletic center is located at 4000 Mount Vernon. The entrance is on the north side of the building. Your employee ID is used for entrance. Call or check the website for hours and class times.

Library

713-525-2190

The Doherty Library is located at 1100 West Main Street. The entrance is on the north side of the building. All UST students, faculty, and staff have access to Doherty Library's electronic and print books, online periodicals, databases, interlibrary loan, and online user guides. In addition, library instruction and reference services are available. The library's electronic materials are available through the Doherty web page: www.stthom.edu/library

The Doherty Library staff is eager to support student and faculty connections with library resources. Our department's current liaison in the library is Ashley Delagarza

(delagaar@stthom.edu; 713-525-3891). Library staff may be invited to class to orient students to resources.

Office of Scholarships and Financial Aid

713-525-2170

Visit the Office of Scholarships and Financial Aid (located in the Herzstein Enrollment Services Center) for more information about scholarships, grants, student loans and work-study. Staff are also available to answer your questions about how to complete the FAFSA. Visit www.stthom.edu/finaid, for more information.

Parking

Parking passes are available from the Police dispatcher during normal business hours. You may park with an employee pass in the Moran Center parking garage, and employee lots around campus. To exit the Moran Center, either use your employee ID card, or pay \$5. Parking is also available on public streets around campus without a UST parking pass.

Registrar

713-525-2150

The Registrar's office is located on the first floor of the Herzstein Enrollment Center at 4115 Yoakum. The Registrar's office maintains all official student records.

Residence Life

713-525-3836

The Office of Residence Life readily assists university residential students in maintaining a safe and secure living environment conducive to their academic success at UST. With a program model centered on spiritual growth, academic success, physical health, cultural development, and community service, the staff seeks to encourage residents to live as leaders of faith and character. Residents are encouraged to live autonomously and respectfully, while understanding the true essence of community living.

Scholarships & Financial Aid

713-525-2170

The office of Scholarships and Financial Aid is located on the first floor of the Herzstein Enrollment Center at 4115 Yoakum. Information about financial resources and loan application are available from the staff.

Student Activities

713- 525-3572

The Office of Student Activities, located on the first floor of Crooker Center, oversees all club activity on campus, in addition to advising and collaborating with both the Council of Clubs

and the Student Activities Board. In addition to coordinating events and student enrichment activities throughout the year, the Office organizes leadership initiatives such as the Centralized Leadership Process and Leadership Summit, as well as hosts campus wide events including Family Weekend, Deck the Mall, Commuter Appreciation Day, Celts' Day of Service, and the end-of-semester Late Night Breakfasts.

Student Affairs

713-525-3570

The Division of Student Affairs supports the mission of the university through programs, policies, and services that foster the development of the whole person. The staff works with other offices to provide supportive services to students.

Student Financial Services/Business Office

713-525-6957

The Student Financial Services/Business Office is located on the second floor of the Herzstein Enrollment Center at 4115 Yoakum. Students may pay university bills and clarify billing questions here.

Tutorial Services Center/Writing Center

713-525-3175

The Tutorial Services Center is located on the second floor of Crooker Center. The student and professional staff help with writing and other academic skills. Services are available through both face-to-face and online/asynchronous formats.

University Police Department

713-525-3888

The University Police Department responds to all matters of security on campus. If you detect a medical emergency or fire, first dial 9-1-1 (or 9-9-1-1 from a campus phone), then call the University Police so that their officers may coordinate with emergency service providers. Further, the University Police staff lock/unlock campus facilities and respond to reports of suspicious persons or activities.

CAMPUS DIRECTORY

UST MAIN LINE (713) 522-7911

UST POLICE DEPARTMENT (713) 525-3888

Academic Advising	(713) 942-3494
Academic Affairs	(713) 525-2164
Admissions	(713) 525-3500
Alumni Relations	(713) 525-3115
Athletics	(713) 831-7214
Bookstore	(713) 525-3806
Business Office	(713) 525-2130
Campus Ministry	(713) 525-3589
Career Services & Testing	(713) 525-3160
Cashier	(713) 525-6992
Counseling & Disability Services	(713) 525-2169
Dean of Students	(713) 525-3570
Dining Services	(713) 525-3873
Doherty Library	(713) 525-2190
Freshman Symposium	(713) 525-3183
Health Promotion & Wellness	(713) 525-3513
Human Resources	(713) 525-3142
International Student Advisor	(713) 525-3503
IT Helpdesk	(713) 525-6900
Jerabeck Activity & Athletic Center	(713) 525-3510
President's Office	(713) 525-2160
Registrar / Transcripts	(713) 525-2150
Residence Life	(713) 525-3836
Scholarships & Financial Aid	(713) 525-2170
Student Activities Office	(713) 525-3576
Student Affairs Office	(713) 525-3570
Student Success	(713) 525-6972
Study Abroad Program	(713) 525-3530
Title IX Coordinator (for Students)	(713) 525-3570
Tutorial Services	(713) 525-3878
Veterans Services	(713) 525-3505
Webmaster	(713) 525-3155

APPENDIX A: CYBERSECURITY PROGRAM

Program Overview

The Associate of Applied Science in Cybersecurity is a two-year, 60-hour program which is offered in asynchronous format. You will earn the degree by taking classes 100% online and completing assignments via our online Blackboard platform. Students will also work on hands-on labs to gain skills and precise knowledge needed in cybersecurity environments.

Degree Plan

The AAS in Cybersecurity is a two-year, 60-hour program which is offered 100% online through an asynchronous format.

To fulfill the AAS in Cybersecurity degree requirements, the following courses must be completed:

- AUNI 1300 Academic Success
- ANET 1300 Hardware and Software Environment
- ANET 1305 Basics of Networking
- AMAT 1300 Foundations of Mathematics I Semester 2
- ACOM 1350 Basics of Writing I
- ANET 1350 Introduction to Servers I
- ANET 1355 Physical Networks
- ANET 1360 Introduction to Servers II
- AMAT 1355 Foundations of Mathematic II
- ASFT 1300 Foundations of Programming
- ANET 2300 Introduction to Linux Networking
- ASFT 1305 Working with Databases
- PHIL1311 Philosophy of the Human Person
- ANET 2305 Securing Information
- ACOM 2300 Basics of Writing II
- ANET 2350 Basics of IP Networking
- PHIL2314 Ethics
- ACYB 2300 Risk Management and IT Security
- ACYB 2305 Network Communications Infrastructure and Technology
- ANET 2375 Advanced Operating Systems

Degree Sequence

The following depicts the degree sequence for a full-time student and must be completed in order:

Semester 1	<ul style="list-style-type: none"> • AUNI 1300 Academic Success • ANET 1300 Hardware and Software Environment • ANET 1305 Basics of Networking • AMAT 1300 Foundations of Mathematics I
Semester 2	<ul style="list-style-type: none"> • ACOM 1350 Basics of Writing I • ANET 1350 Introduction to Servers I • ANET 1355 Physical Networks • ANET 1360 Introduction to Servers II
Semester 3	<ul style="list-style-type: none"> • AMAT 1355 Foundations of Mathematic II • ASFT 1300 Foundations of Programming • ANET 2300 Introduction to Linux Networking • ASFT 1305 Working with Databases
Semester 4	<ul style="list-style-type: none"> • PHIL1311 Philosophy of the Human Person • ANET 2305 Securing Information • ACOM 2300 Basics of Writing II • ANET 2350 Basics of IP Networking
Semester 5	<ul style="list-style-type: none"> • PHIL2314 Ethics • ACYB 2300 Risk Management and IT Security • ACYB 2305 Network Communications Infrastructure and Technology • ANET 2375 Advanced Operating Systems

Cybersecurity Course Descriptions

AUNI 1300 Academic Success

This course refreshes or prepares students for a collegiate environment. In this course, students will examine various important skills for academic success that include soft skills, hard skills, team work, personality type, research, documentation, and professional communication.

ANET 1300 Hardware and Software Environment

This course explores foundational topics related to information technology. Topics examined include computing devices, hardware, software, operating systems, computer networks, security, and computer programming. Logical problem solving, troubleshooting, and maintenance of computer systems are also introduced.

ANET 1305 Basics of Networking

This course explains the fundamentals of networking concepts. it focuses on technological advances made in the field of computer networks. It also covers impact OSI and TCP/IP model and how it relates to network communication. The course also details the importance of different protocols in a network and tools required to secure the network.

AMAT 1300 Foundations of Mathematics I

This course focuses on developing analytical and problem-solving skills by making students solve logical problems using math skills. Topics include fundamental mathematical concepts, including quadratic, polynomial and radical equations, linear functions and their graphs,

systems of linear equations, functions and their properties and matrices. Activities include solving problems and using appropriate technological tools.

ACOM 1350 Basics of Writing I

This course will develop students' writing skills which include prewriting, drafting, revising, and editing. Students will complete writing assignments which are designed to help the student analyze audience and purpose, research and organize ideas, format and design professional document, and exercise critical reading and thinking skills.

ANET 1350 Introduction to Servers I

This course offers students an introduction to server hardware, and provides a baseline level of learning that can be leveraged should they be interested in taking the CompTIA Server+ Certification Exam.

ANET 1355 Physical Networks

This course explains how computer networks are created using physical components. Students get an opportunity to construct a physical network by using wires, network devices, network protocols, tools, and standards. The course also compares and contrasts different transmission media and network devices based on transmission rates. Prerequisite: NA 120

ANET 1360 Introduction to Servers II

This course focuses on installing and configuring network operating systems. It covers configuring key network services relevant for a server in a network. Students get an opportunity to apply policies on the network operating system, secure the network, and troubleshoot problems related to these services.

Prerequisite: NA 210

AMAT 1355 Foundations of Mathematics II

This course follows the course ge130 mathematics i and covers exponential and logarithmic equations and functions, graphs of trigonometric functions, trigonometric equations, polar coordinates, oblique triangles, vectors, and sequences.

ASFT 1300 Foundations of Programming

This course lays the foundation of programming logic using flowcharts and pseudocode. It develops understanding of logic and algorithms in programming. The focus is on developing programming skills and knowledge by implementing conditional statements, loops, and functions. Prerequisite: NA 110

ANET 2300 Introduction to Linux Networking

This course introduces various features of the open source operating system, Linux. It starts with the fundamental commands of the operating system and covers installation and network configuration steps. The course also covers how to maintain and troubleshoot client and server network services. Prerequisite: NA 120

ASFT 1305 Working With Databases

This course discusses fundamentals of database design and relational databases. It also explains

normalizing a database. Students implement relational database concepts by developing a database and running SQL queries. The course includes concepts to implement a database design and secure data in the database. Prerequisite: SW 110

PHIL 1311 Philosophy of the Human Person

A study of the many aspects of human nature: sensation, emotion, thought, will, habits, soul and body.

ANET 2305 Securing Information

This course focuses on the importance of securing the IT infrastructure. It also covers ways that make the IT infrastructure vulnerable and steps that should be taken to secure it against malicious attacks. It introduces the role of security policy and implementation issues related to it. Students get an opportunity to audit, test, and monitor an IT system. Prerequisites: NA 230 or equivalent, NA 310 or equivalent

ACOM 2300 Basics of Writing II

This course builds Written Communication I It also helps build documentation skills needed by professionals to communicate and present complex ideas with ease. The course also teaches students how to make strong arguments using visual and oral communication techniques.

ANET 2350 Basics of IP Networking

This course is intensively focused on the study of TCP/IP protocol and OSI model. It covers key concepts related to IP networking, subnetting, and troubleshooting. The course details concepts of IP routing, dynamic routing protocols, bridging, switching, and Lan/Wan technologies. Prerequisite: NA 120

PHIL 2314 Ethics

A study of the components of the moral life and moral decision-making: freedom, obligation, conscience, objective goods and values. Application of moral principles to particular circumstances. Prerequisite: PHIL 1311

ACYB 2300 Risk Management and IT Security

This course explores the roles of risk management in ensuring the security of information systems. Areas of study include standards, policies, best practices, and compliance laws for risk management. The course discusses methods of assessing, analyzing, and managing risks. Further, it discusses how to create a business continuity plan, disaster recovery plan, and computer incident response team plan for a given scenario within an organization.

ACYB 2305 Network Communications Infrastructure and Technology

This course explores computer networking and telecommunications technologies. Students analyze the performance, management, and security challenges associated with network communications infrastructure through voice, data, and video applications.

ANET 2375 Advanced Operating Systems

This course is a study of server operating system including installation, configuration, management, core infrastructure services, policies and permissions, and virtualization. It covers

many of the concepts needed for the Microsoft certified professional installing and configuring windows server 2012 certification exam.

Transfer and Substitution of Credit

The courses must be completed at a higher-level institution (e.g., community college, university) and must be similar or equivalent to courses included in the degree plan. To transfer credit from previous coursework, students send their transcripts to the Department Chair for evaluation. The Department Chair will determine which courses will be transferred, confirm this with the student, and submit the Transfer Credit Form (or the Substitution Waiver Form if courses were taken at UST) to the Registrar's office. Generally, after they review which credits transfer, the student will be able to select which courses they wish to take under the degree requirements. Transfer credits will be reflected in the student's Degree Plan.

Admissions Criteria

The following criteria must be met for incoming students:

1. An official transcript from every institution of higher education attended.
2. A cumulative grade point average of 2.5 on a 4.0 scale or higher for all college work completed.
3. Applicants with 24 or more transferable academic hours will be evaluated solely on their college work, evidenced by final official transcripts from every institution of higher education attended. Applicants with fewer than 24 transferable academic hours will be considered on the same basis as freshmen applicants except that they must submit a final official transcript from every institution of higher education attended to complete their application.
4. Proof of English language proficiency may be required of some international applicants.

Fall & Spring Courses

Students' progress through courses in consecutive semesters. Fall and Spring semesters are 7 weeks long.

Note: Summer courses are not offered

APPENDIX B: DRUG AND ALCOHOL COUNSELING

Overview

The AAS in Drug and Alcohol Counseling (DAAC) is a two-year, 60-hour program which is offered 100% online through an asynchronous format. However, during the Practicum and Advanced Practicum courses, students will be meeting with their instructors synchronously to receive the utmost guidance and support at the practica/application level.

Note: Students may enroll part-time in the Drug and Alcohol Counseling program or in the Drug and Alcohol Counseling certificate option.

Program Mission

It is the mission of the Drug and Alcohol Counseling program to provide the highest quality of education and training to students, so that they may become excellent professionals who help meet the needs of individuals, families, and communities overcoming challenges with addiction and addiction-related mental health issues. We are committed to professional excellence, the promotion of social justice, and the dignity of the whole person.

This mission is achieved through the following objectives:

Knowledge & Skills:

1. Students acquire drug and alcohol counseling related knowledge and skills to holistically assess, diagnose, conceptualize, and develop treatment plans for a diverse group of clients.
2. Students acquire drug and alcohol counseling related knowledge and skills to provide effective individual and group counseling in a variety of counseling settings.
3. Students acquire the knowledge and skills to apply ethical and legal standards to the practice of drug and alcohol counseling
4. Students acquire the knowledge and skills to advocate for social justice and the dignity of all persons, at the individual and community levels.

Dispositions

1. Students engage in reflection and self-evaluation on their development and discuss their growth with peers and supervisors.
2. Students demonstrate essential professional drug and alcohol counseling dispositions and behaviors in the domains of professional ethics and behavior, professional and personal boundaries, multicultural competence, emotional stability and self-control, motivation to learn and grow, openness to feedback, flexibility and adaptability, and congruence and genuineness.

Admissions Criteria

In addition to University Admissions criteria, students in the Drug and Alcohol Counseling program are required to complete an in-person or virtual interview with the Department Chair and/or DAAC Faculty prior to admittance into the DAAC program. During the 15-to-30-minute interview, students will be asked a series of question to assess various aspects of the applicant's suitability for admission, including professional fitness, readiness for the program, and emotional maturity. The interview allows applicants to demonstrate their commitment to and alignment with the program's values and goals.

The interview and other application materials will be considered holistically for program admittance.

Degree Plan (AAS)

To fulfill the AAS in DAAC degree requirements, the following courses must be completed:

DAAC 1300 Mental Health, Ethics and Addictions
DAAC 1305 Theory and Treatment
DAAC 1310 Individual Counseling
DAAC 2315 Psychopharmacology and Assessment of Addiction
DAAC 1331 Professional Communication in Counseling
PSYC 1332 General Psychology
DAAC 1319 Substance-Related and Addictive Disorders
DAAC 1325 Group and Family Counseling
DAAC 2320 Crisis Intervention
PHILC 1301 The Philosophy of the Human Person
DAAC 2305 Advocacy and Social Justice
ACOM 1350 Basics of Writing
DAAC 2310 Practicum
DAAC 1315 Multicultural Counseling
AMAT 1300 Foundations of Math
DAAC 1330 Clinical Documentation and Record Keeping
PHILC 2301 Ethics
LS 1301 Foundations of Liberal Learning
ACOM 2305 Effective Communication
DAAC 2325 Advanced Practicum

Degree Sequence

The following depicts the degree sequence for a full-time student:

Year 1	Fall	DAAC 1300 DAAC 1310 DAAC 1305 DAAC 2315	Mental Health, Ethics, & Addictions Individual Counseling Theory and Treatment Psychopharmacology & Assessment of Addiction
	Spring	DAAC 1331 DAAC 1325 DAAC 1319 PSYC 1332	Professional Communication in Counseling Group and Family Counseling Substance Related and Addictive Disorders General Psychology
	Summer 1	PHILC 1301 ACOM 1350	The Philosophy of the Human Person Basics of Writing
	Summer 2	DAAC 2320 DAAC 2305	Crisis Intervention Advocacy and Social Justice
Year 2	Fall	DAAC 2310 DAAC 1315 DAAC 1330 AMAT 1300	Practicum Multicultural Counseling Clinical Documentation & Record Keeping Foundations of Math
	Spring	DAAC 2325 PHILC 2301 LS 1301 ACOM 2305	Advanced Practicum Ethics Foundations of Liberal Learning Effective Communication

DAAC Course Descriptions

DAAC 1300 Mental Health, Ethics, & Addiction:

Students will obtain an overview of: abused substances and addictions; the addiction field, including treatment approaches and modalities; theoretical models applied to understanding abuse and addictions; trends in alcohol and other drug (AOD) use, abuse, addiction and treatment

DAAC 1315 Multicultural Counseling:

This course introduces students to the study of cultural patterns, including multiple dimensions of difference. Theories of multicultural counseling, identity development and social justice are addressed. The roles of counselors and other professional helpers in eliminating oppression and promoting the dignity of all persons are addressed.

DAAC 1305 Theory and Treatment:

This course offers an introduction to addiction theories and treatment models and methods. Students will learn how to conduct assessment for and diagnosis of substance abuse and addiction disorders, the effects of substances and addictions on the client and others, etiology of substance use concerns, and best practices in counseling and treatment.

DAAC 1331 Professional Communication in Counseling:

Students in this course will learn basic principles of professional writing and communication as it relates to the field of substance abuse counseling. Students will demonstrate knowledge of professional writing and speaking through experiential activities including evaluating and writing academic papers, implementation of APA principles, and using professional writing techniques to communicate effectively, and presentation.

DAAC 1310 Individual Counseling:

This course will provide an introduction to the helping relationship, especially as it relates to counseling. Students will be challenged to consider their motivations, needs, and goals related to the art of helping. Students will engage in a community service learning project as part of exploring the nature of the helping relationship. Students will also be introduced to basic attitudes, dispositions, and skills needed for helping relationships and counseling.

DAAC 1325 Group and Family Counseling:

This course will introduce students to group and family counseling. Specifically, students will learn behaviors, group dynamics, developmental stages of a group, and an overview of theoretical approaches to group counseling. Students will explore group leadership skills while engaging in an experiential activity/service-learning project as a part of understanding the nature and process of group and family counseling. This course allows students to explore the group experience as a participant while exposing students to the fundamentals of effective group counseling and applicability for client populations.

DAAC 1319 Substance-Related and Addictive Disorders

Students learn about specific addictions and their respective treatment. Students also learn the causes and consequences of substance related and addictive disorders and the major drug classifications. Students will learn about both chemical and behavioral addictions.

DAAC 2305 Advocacy and Social Justice:

This course addresses the counselor's roles in cultivating self-awareness and promoting social justice, advocacy, and conflict resolution/transformation to support the flourishing and dignity of all persons. Legal and ethical issues, as well as cultural and diversity issues related to counselor identity, will be reviewed in relation to counseling services in support of social justice.

DAAC 2310 Practicum:

This course provides students with a supervised practicum experience in which students collect 300 or more clock hours to meet the program and state practicum requirements. Experience includes individual, group, and family counseling in conjunction with group supervision to accompany the clinical field placement. Course topics include but are not limited to counseling skills; record keeping; legal and ethical issues; collaboration techniques; suicide assessment and intervention; and designing, implementing, and evaluating courses/programs for clients/students.

DAAC 2320 Crisis Intervention:

This is a course in crisis and trauma response/intervention for mental health professionals, trained paraprofessionals/laypersons. Learning will focus on models of crisis and trauma,

case conceptualization including assessment, strategies and applications, and ethical/legal aspects of crisis and trauma intervention.

DAAC 1330 Clinical Documentation & Record Keeping:

Students will learn, practice, and implement various components of documentation and record-keeping essential for the field of substance abuse counseling. This course includes experiential activities necessary for professional writing, screening and intake, progress notes, assessment, and treatment/aftercare planning. Students will learn various ways to appropriately and professionally document

DAAC 2325 Advanced Practicum:

This course provides students with a supervised practicum experience in which students collect 300 or more clock hours to meet the program and state practicum requirements. Experience includes individual, group, and family counseling in conjunction with group supervision to accompany the clinical field placement. Course topics include but are not limited to counseling skills; record keeping; legal and ethical issues; collaboration techniques; suicide assessment and intervention; and designing, implementing, and evaluating courses/programs for clients/students.

DAAC 2315 Psychopharmacology & Assessment of Addiction:

Students in this course will explore various types of substances abused, including psychological and physiological impact, tolerance, withdrawal, and drug interactions. Students will also explore diagnosis criteria for various addictions, including the assessment and screening available for addictions.

Transfer and Substitution of Credit

Students can transfer up to twelve (12) credit hours (equivalent to four (4) courses) to be applied to the DAAC program. The courses must be completed at a higher-level institution (e.g., community college, university) and must be similar or equivalent to courses included in the DAAC degree plan. To transfer credit from previous coursework, students send their transcripts to the Department Chair for evaluation. The Department Chair will determine which courses will be transferred, confirm this with the student, and submit the Transfer Credit Form (or the Substitution Waiver Form if courses were taken at UST) to the Registrar's office. Transfer credits will be reflected in the students Degree Plan. Transfer courses must not exceed five years.

In some cases, the Department Chair may request that the student send the course description or syllabus for a course that was previously completed. Practicum courses are not eligible for transfer. Students who have completed a Practicum course at another institution will need to repeat their practicum course(s) at UST.

Students who have previously attended the University of St. Thomas can request a course substitution. Students can substitute up to six courses previously taken at UST. These courses include:

PSYC 1332
PHIL 1311

ACOM 2305
PHIL 2314
THEO 1301
AMAT 1300 - college algebra or higher

All courses must have a grade of B or higher to substitute.

Degree Plan (Certificate)

Students who already possess a two-year or four-year degree are eligible to complete the DAAC Certificate option. The Certificate can be completed in one and a half years, if the student is enrolled full-time.

Alternatively, students who do not possess a two-year or four-year degree but wish to get started working in the field may complete the Certificate program, provided that they finish the two-year AAS program prior to full LCDC licensure.

Semester 1

DAAC 1300 Mental Health, Ethics and Addictions
DAAC 1305 Theory and Treatment
DAAC 1310 Individual Counseling
DAAC 2315 Psychopharmacology and Assessment of Addiction

Total Credits: 12

Semester 2

DAAC 1325 Group and Family Counseling
DAAC 1330 Clinical Documentation and Record Keeping
DAAC 1319 Substance-Related and Addictive Disorders
DAAC 2310 Practicum

Total Credits: 12

Summer

DAAC 2320 Crisis Intervention
DAAC 2325 Advanced Practicum

Total Credits: 6

Fall, Spring & Summer Courses

Students' progress through courses in consecutive semesters, including summers. Fall and Spring semesters are 15 weeks long; Summer courses are 5 weeks long (depending on the course). Two summer sessions are offered.

Clinical Practica

Students enrolled in DAAC 2310 and 2325 complete supervised clinical training hours, consistent with the clinical requirements for Texas state licensure. Each clinical experience includes supervised clinical work at a clinical training site (community partner), and weekly group supervision during class time. Students will work with the Department Chair to begin the process of securing a clinical training placement. Students must accrue 150 supervised hours each semester.

Standards of Conduct

In addition to the university's standards of conduct, the drug and alcohol counseling profession has a professional code of ethics, formulated and maintained by the Association for Addictions Professionals (NAADAC) and the Texas Administrative Code, LCDC Professional and Ethical Standards to which all students are expected to adhere. Faculty members are expected to be familiar with the ethical codes and to abide by the ethical code outlined by their discipline. When students engage in ethical violations, the first approach by faculty and staff should be an educational one, assisting the student in better understanding ethical principles and adjusting behavior to meet ethical requirements. When faculty and staff become aware of significant ethical violations by any member of the community, they are expected to report these situations to the Department Chair as soon as possible, so that the department may coordinate an appropriate response to the community member.

Professional Behaviors/Dispositions

In addition to the standards outlined by the university and Association for Addictions Professionals, the DAAC program has also identified professional behaviors expected of all students. In concert with the academic content of the program, these dispositions may be used to assess satisfactory academic and professional progress. Faculty and staff members are important role models to students. Thus, all members of the DAAC community are expected to:

Demonstrate *professional responsibility* by:

- Being present, punctual and prepared for professional and academic activities
- Responsibly communicating with faculty, peers, supervisors, and/or mentors
- Maintaining confidentiality of client records and private communications
- Being actively involved in professional development activities
- Maintaining composure under pressure by exhibiting self-control
- Meeting professional expectations and obligations
- Expressing thoughts and feelings effectively and appropriately

- Responding appropriately to directives from faculty members, supervisors, and mentors

Foster *collegiality* by:

- Exhibiting a willingness to accept and respond to feedback and productively process the feedback
- Using positive conflict resolution techniques
- Respecting others' points of view
- Collaborating with colleagues and student peers
- Demonstrating an awareness of one's impact on others
- Expressing feelings appropriately
- Demonstrating responsibility and honoring commitments to others

Demonstrate commitment to *diversity* by:

- Showing adaptability to individual and cultural differences
- Challenging one's own biases
- Demonstrating a commitment to equity
- Facilitating experiences that counteract negative stereotypes and bigotry
- Providing others access to varying points of view
- Using language that is supportive; refraining from language that is harmful to others

Demonstrate commitment to *learning* by:

- Demonstrating openness and willingness to learn
- Demonstrating flexibility
- Supporting a learning environment that is open and respectful
- Cultivating professional behavior consistent with professional best practices
- Displaying creativity, curiosity, and enthusiasm for learning

Maintain professional and personal *integrity* by:

- Adhering to the UST academic honesty code
- Maintaining ethical and legal behaviors
- Adhering to the Association for Addictions Professionals Code of Ethics and Texas laws
- Respecting Kolbe School policies and procedures
- Advocating for social justice on behalf of marginalized groups

Professional Licensure

Upon completion of the degree requirements and conferral of the degree by the university, graduates of the DAAC program may pursue licensure as Licensed Chemical Dependency

Counselors (LCDCs) in Texas or a license or certification in another state by following the licensure application procedures established by professional licensing boards. The graduate is responsible for all elements of the professional licensure application. State licensing boards maintain relationships directly with applicants for licensure; the university may offer the graduate documentation of her or his completion of licensure requirements such as the supervised clinical experience. The university is not able to guarantee successful licensure to any program graduate as licensure is solely at the discretion of the state licensing board.

For more information on state licensure, students can visit the following webpage:

<https://www.hhs.texas.gov/business/licensing-credentialing-regulation/professional-licensing-certification-compliance/licensed-chemical-dependency-counselor-program/lcdc-new-license-registration>

Endorsement by DAAC Faculty

DAAC program faculty may endorse students and alumni/ae for credentials such as state licensure and for specific counseling positions. This may include verification of course and degree completion; and the student's knowledge, skills, and professional dispositions related to Drug and Alcohol Counseling. The DAAC department maintains an ethical responsibility to refrain from endorsing or recommending students and/or alumni/ae when significant concerns about the individual's knowledge, skills, or dispositions arise.

Texas LCDC Licensure Requirements & Process

LCDC licensure in Texas requires satisfaction of education (270 hours), examination, and supervised practice requirements. These requirements are outlined on the Texas Health and Human Services website (<https://www.hhs.texas.gov>) and within the Texas Administrative Code, Title 25, Pt 1, Chapter 140, Subchapter I ([https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=5&ti=25&pt=1&ch=140&sch=I&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=25&pt=1&ch=140&sch=I&rl=Y))

The website also contains instructions for applying for both LCDC-Intern and full licensure. The DAAC program meets and the educational requirements for LCDC licensure.

Inadequate Academic or Clinical Performance by Students

Faculty members routinely monitor the progress of students. The Kolbe faculty has a duty to recognize and respond to problematic, inadequate, or impaired student performance. Both core and part-time faculty members are asked to participate in the monitoring of students' performance.

Dismissal of a student from the DAAC program is a significant event for both the student and the faculty. Dismissal from the program is likely when the faculty concludes that a student has failed to demonstrate a minimum level of competency in either academic or clinical skills, or in other important areas of ethical or professional conduct. In most instances, a student would first be subject to a probationary period with the implementation of a remediation plan.

In addition, program faculty may recommend placing a student on probation when the student fails to fulfill the program's academic requirements, or when work over a period of time shows a lack of progress towards the degree. Usually, this action would be initiated by the Department Chair/Academic Advisor and communicated in writing to the student. Continued failure to maintain good academic standing may result in dismissal from the program.

Probation, suspension, or dismissal proceedings may be initiated when a student's behavior is so inappropriate as to raise major concerns for whether the student is emotionally, interpersonally, or ethically unsuited for entry into the profession of drug and alcohol counseling. Program faculty must ensure that those persons who might compromise the standards of the profession, or who might pose a serious risk to clients, students, or colleagues are not encouraged to enter the profession. Such instances include evidence of excessive emotional dysregulation; personal concerns that interfere with a student's ability or willingness to manage personal stress; or circumstances that affect the quality of services to clients, students, or others with whom the student has professional contact.

Students who continue to receive unsatisfactory performance evaluations from their clinical supervisors or the faculty members assigned to the clinical supervision courses (practica), upon review by the faculty, may be dismissed from the program for failure to meet the program's minimal level of competency in clinical work. A student may also be dismissed for an ongoing failure to accept supervision.

Professionalism, Maturity, and Emotion Regulation

In the field of counseling, professionalism, maturity, and effective emotion regulation are essential. It is required that students consistently exhibit a high level of professionalism in their interactions with peers, faculty, and clients. This includes maintaining confidentiality, adhering to ethical standards, and demonstrating respect for diverse perspectives. Students are expected to approach challenges with a composed and thoughtful demeanor. Additionally, the ability to regulate emotions is crucial, ensuring that students can manage their own emotional responses throughout the program, and while providing support to others.

Faculty of the DAAC program reserve the right to prevent students from advancing into practicum courses if it is determined that the student does not exhibit professionalism, maturity,

and appropriate emotion regulation. In this case, growth areas will be shared with the student and coaching will be provided from a faculty mentor or the Kolbe School Academic Success Coach.

Student Clinical Practica Requirements

All DAAC students are required to complete two semesters (300 hours) of supervised clinical experience (practica). These experiences meet the degree-related practicum and internship requirements for state licensure.

Training Sites/Community Partners

DAAC maintains training relationships with several local community partners. Students may also work with the Department Chair to arrange additional placements. While the Department Chair is able to assist students in locating and securing a site, it is ultimately the responsibility of the student to secure a placement site in order to accrue hours at the beginning of each semester.

Disclosure of Personal Information

The DAAC program strongly believes that to be an effective drug and alcohol counselor it is necessary for students to understand their own strengths and areas for growth. Many courses in the program explore students' values and personal beliefs. Thus, a degree of self-disclosure about personal life experiences may be encouraged through assignments and classroom experiences to an extent that is not typical in other academic disciplines. In most cases, these disclosures will remain confidential between a student and his or her instructor; however, if a student discloses personal information that is directly relevant to his or her practice as a counselor-in-training, the instructor may disclose this information to other DAAC faculty. Any disclosures of personal information obtained during a course will be done with the intent of supporting the student's development as a counselor.

Students are also expected to maintain the confidentiality of disclosures made by their peers to foster an environment of support and emotional safety. Faculty members are expected to disclose personal information relevant to the student's practice as a counselor-in-training to the Chair; however, other personal information shared by a student with a faculty member may be maintained in confidence by the faculty member. For example, if a student discloses that she is significantly depressed and that this is impacting her care for clients, this information should be shared with the Chair. Student disclosures to the instructor about sexual orientation, financial circumstances, or religious beliefs rarely require disclosure by the instructor.

About student performance, requests, complaints or concerns in individually identifiable ways. FERPA generally prohibits the release of student information to other students and

outside the institution (such as to family members), with the exception of “directory” information. Students may sign a release form in the Registrar’s Office if they would like faculty to release information outside of the university or to another student. The Chair may communicate with community partners about the on-site performance of students. Any questions about this should be directed to the Department Chair before information is released. HIPAA regulations mandate that the privacy of any clients discussed by faculty or students, both inside and outside the classroom, is protected. The primary way in which this is done is by de-identifying clients (present, past, and future) in all speech and written communication.

Personal Counseling

All DAAC community members are encouraged to participate in their own counseling/personal growth activities. Personal counseling is an important self-care activity, and often provides helpful preparation for students’ work with their own clients. Referrals for low-cost care are available from the Department Chair. The normalization of personal counseling by faculty members is often motivating for students. Faculty and staff members may not offer clinical services to current students as this creates a multiple relationship.

Withdrawal & Fitness to Return to Clinical Practice

DAAC community members maintain an ethical responsibility to protect clients and the public and to refrain from behaviors that might cause intentional or accidental harm to clients. For that reason, DAAC students must be particularly sensitive to personal health issues that may negatively impact clients at clinical sites. Thus, students who have taken a leave of absence from DAAC and/or specific practicum and/or internship courses for significant health reasons may be asked to provide documentation that they are in adequate health to return to clinical practice. This does not include a limited number of missed days of practicum and internship training due to common ailments (such as colds and allergies) or minor injuries.

Professional Appearance

When applicable, students are expected to maintain dress and hygiene consistent with what is appropriate in the settings in which they are. The dress appropriate in clinical settings varies widely, and students are expected to consult with site supervisors about appropriate dress when serving at community sites. In some settings casual clothing may be encouraged to foster client-counselor rapport, while business dress is expected in other settings. Faculty members are expected to maintain professional dress and hygiene. Community members are also encouraged to consider the diversity of our community, both on and off campus, and to consider what may be culturally considerate to others.

Textbook Policy

The Drug and Alcohol program is clinical in nature. Therefore, students are expected to have all required course material at the start of the semester. Required textbooks provide essential knowledge and skills to be applied in the field. Students who do not have their textbooks by the third week of class will be dropped from the course.

APPENDIX C: GENERAL BUSINESS (AAS)

Overview

Business majors are in high demand as organizations seek employees who have the practical skills to organize, plan and manage the varied activities within a business. The Associate of Applied Science in General Business program at the University of St. Thomas can help improve job prospects and earning potential.

This 100% online program is designed for students who desire to learn the fundamentals of general business and entrepreneurship and those who seek additional certifications for immediate employment and career upskilling. Students can earn their associate degree within 2 years and will gain knowledge and skills in critical thinking, communication, information literacy, and professional responsibilities with a unique focus on leadership skills and ethics.

This is a 60-hour program, with each course representing 3 credit hours. Dual credit opportunities are available for Cybersecurity, Drug and Alcohol Counseling, Electronic Technology, General Business and Networking Technology.

UST's Associate of Applied Science in General Business degree will provide the foundational coursework in the major areas of business, such as accounting, finance, economics, management and marketing. This program is in partnership with the Cameron School of Business and is AACSB Accredited—the most respected accrediting body in business education worldwide.

Graduates of the AAS in General Business program will be prepared with career-ready skills, including:

- ✓ Identify essential management skills necessary for career success.
- ✓ Prepare a business plan.
- ✓ Be proficient in oral and written communication.
- ✓ Examine the role of strategic human resource planning in support of organizational mission and objectives.
- ✓ Be ethical decision-makers using the principles of Catholic Social Justice.

Course Offering and Sequence

Course Number	Course Name	Prerequisites
2343	Principles of Marketing	
1311	Philosophy of the Human Person	
1305	Writing and Research	
1331	Principles of Macroeconomics	
1301	Principled Business	
2347	Principles of Management	
1320	Business Communication	
1341	Principles of Accounting I	
2348	Human Resources Management	2347
1342	Principles of Accounting II	1341
1301	Sacred Scriptures	
1355	Fundamentals of Statistics	
2397	Accounting Applications	1342
2353	Foundations of Professional Selling	2343
2320	Personal Finance	1342
1332	Principles of Microeconomics	
2357	International Management	2347
2355	Personal Selling	2353
2340	Leadership	2347
	Entrepreneurship and Conscious	
2330	Capital	2347

The Associate of Applied Science in Business can be earned in 24 months. In addition, an optional Fast Track Program also allows students to earn a University of St. Thomas Professional Certificate in several career pathways during the path to the completion of their associate degree. Professional Certificates are currently available in the following career pathways:

- Professional Sales Professional Certificate
- Management & Leadership Professional Certificate
- Applied Accounting Professional Certificate
- Social Media Marketing Professional Certificate (Coming Fall of 2023).

These career pathway Professional Certificates can be earned through the completion of six courses (18 credit hours). The courses also count towards the associate degree and are earned as a normal part of degree completion.

Upon completion of the AAS in General Business, a total of 48 to 60 credit hours are eligible to transfer to a four-year institution. The University of St. Thomas houses both the Kolbe School of Innovation & Professional Studies and the Cameron School of Business. A unique transfer program exists for students that elect to transfer credits to the Cameron School of Business and earn a bachelor's degree in business. Depending on the courses taken at the Kolbe school, and the major pursued in the four-year program, most, if not all, of the credits earned at Kolbe can be transferred to the Cameron School of business.

APPENDIX D: GENERAL BUSINESS (AA)

Overview

Business majors are in high demand as organizations seek employees who have the practical skills to organize, plan and manage the varied activities within a business. The Associate Arts in General Business program at the University of St. Thomas can help improve job prospects and earning potential.

This 100% online program is designed for students who desire to learn the fundamentals of general business and entrepreneurship and those who seek additional certifications for immediate employment and career upskilling. Students can earn their associate degree within two years and will gain knowledge and skills in critical thinking, communication, information literacy, and professional responsibilities with a unique focus on leadership skills and ethics.

This is a 60-hour program, with each course representing 3 credit hours. Dual credit opportunities are available for Cybersecurity, Drug and Alcohol Counseling, Electronic Technology, General Business and Networking Technology.

UST's Associate of Arts in General Business degree will provide the foundational coursework in the major areas of business, such as accounting and economics. This program is in partnership with the Cameron School of Business and is AACSB Accredited—the most respected accrediting body in business education worldwide.

Graduates of the AA in General Business program will be prepared with career-ready skills, including:

- ✓ Identify essential skills necessary for career success.
- ✓ Prepare a business plan.
- ✓ Be proficient in oral and written communication.
- ✓ Examine the role of strategic human resource planning in support of organizational mission and objectives.
- ✓ Be ethical decision-makers using the principles of Catholic Social Justice.

Course Offering and Sequence

Course Number	Course Name	Prerequisites
MGMT 1327	Principles of Management	
ECON 2301	Principles of Macroeconomics	
ECON 2302	Principles of Microeconomics	
MATH 1324	Math for Business and Social Sciences	
BUSI 2304	Business Communication	
ACCT 2301	Principles of Accounting I	
ACCT 2302	Principles of Accounting I	ACCT 2301
BUSI 2305	Statistics for Business	
MGMT 1301	Principled Business	
ENGL 1301	Composition 1	
PSYC 2301	General Psychology	
HIST 1301	United States History I	
HIST 1301	United States History II	HIST 1301
SOCI 1301	Introduction to Sociology	
AUNI 1300	College Foundations	
ARTS 1300	Art Appreciation	
PHIL 1311	Philosophy of the Human Person	
PHIL 2314	Ethics	
SPCH 1311	Introduction to Speech Communication	
ENGL 2327	American Literature I	

The Associate of Arts in Business can be earned in 24 months. In addition, an optional Fast Track Program also allows students to earn a University of St. Thomas Professional Certificate in several career pathways during the path to the completion of their associate degree. Professional Certificates are currently available in the following career pathways:

- Professional Sales Professional Certificate
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- Social Media Marketing Professional Certificate (Coming Fall of 2023).

These career pathway Professional Certificates can be earned through the completion of six courses (18 credit hours). The courses also count towards the associate degree and are earned as a normal part of degree completion.

Upon completion of the AA in General Business, a total of 48 to 60 credit hours are eligible to transfer to a four-year institution. The University of St. Thomas houses both the Kolbe School of Innovation & Professional Studies and the Cameron School of Business. A unique transfer program exists for students that elect to transfer credits to the Cameron School of Business and earn a bachelor's degree in business. Depending on the courses taken at the Kolbe school, and the major pursued in the four-year program, most, if not all, of the credits earned at Kolbe can be transferred to the Cameron School of business.

APPENDIX E: GENERAL STUDIES (AAS)

Overview

A General Studies Associates Degree from University of St. Thomas-Houston offers students a well-rounded education with a solid multi-disciplinary preparation allowing them to pursue careers in Education, STEM, Government, Business, and other fields. At UST, students will have an opportunity to engage in the Study of History, Literature, Writing, Philosophy, Sociology, Psychology, Creative Arts and more. The Kolbe Associate of Applied Science program has been designed to help students communicate well, formulate compelling arguments, and problem solve.

Note: The AAS in General Studies is offered in both English and Spanish.

Mission:

The Associate of Arts (AA) in General Studies provides a well-rounded foundation of knowledge designed to prepare students for employability and/or further academic work. Students develop thinking, reasoning, and communication skills while discovering new ideas and expanding their views. The coursework is designed to create the opportunity for learning across different disciplines and builds experiences for students as they grow into lifelong learners.

Students who complete the Associate of Arts in General Studies will be able to:

- Communication: Communicate effectively to general and specialized audiences through structured written, oral and visual presentations
- Critical thinking: Identify, categorize, and analyze problems and issues, and draw warranted conclusions
- Quantitative fluency: Perform accurate calculations using symbolic operations, and provide accurate interpretations and explanations of data
- Information literacy: Correctly identify, categorize, evaluate, and cite multiple resources to create projects, papers, or performances
- Ethical reasoning: Describe ethical issues and apply ethical principles or frameworks in judgment and decision-making
- Applied learning: Describe and analyze relationships between academic learning and problems outside the classroom

Degree Sequence and Courses:

The AAS in General Studies includes 45 hours in general education and 15 hours within a specific concentration area:

General Business, Drug and Alcohol Counseling (DAAC), Technical Programs (Cybersecurity and Networking Technology)

Students will take the following courses in the General Studies program:

Semester 1	CTA College Foundations – AUNI 1300 The Philosophy of the Human Person -PHILC 1301
	CTB General Psychology -Psych 2301 Composition I - Engl 1301 Elective
Semester 2	CTA College Algebra-Math 1314 Introduction to Speech - Speech 1311 Elective
	CTB Math II – Math 1324 Research and Writing – English 1302
Semester 3	CTA Ethics- PHILC 2301 Intro to Sociology- Soci 1301
	CTB US History -History 1301 Intro to Fine Arts - Art 1301 Elective
Semester 4	CTA American Literature-Eng 2326 US History II - History 1302
	CTB Capstone AUNI 2398 Elective Elective

Course Descriptions

AUNI 1300 - College Foundations

This course helps students transition to an academic environment. In this course, students will examine foundational skills including time management, study skills, conducting and documenting research, communicating professionally, and demonstrating digital literacy. In addition, student will use critical thinking to identify components of and approaches to solving problems.

PHILC 1301 - Philosophy of Nature and the Human

A course in philosophical anthropology, studying many aspects of human nature: sensation, emotion, thought, will, habits, soul, and body.

PHILC 2301 – Ethics

This course is for students who are studying moral philosophy for the first time. As long as there have been human beings, morality has been a question—its foundations, its nature, its forms, and

its very possibility. By studying classic works of philosophy, especially Plato's Republic, Aristotle's Nicomachean Ethics, and St. Thomas Aquinas's Summa Theologica, students will engage with the most fundamental questions that motivate ethical reflection: What does it mean to be human? What makes for a good life? How shall we live? What is the relationship between morality and happiness? The course will focus particular attention on the riches of the Catholic intellectual tradition and its emphasis on practical reasoning, the dignity of the person, virtue ethics, and the natural law

PSYC 2301 - General Psychology

An introduction to the basic processes and principles of human behavior. Methods and findings which characterize scientific psychology, including historical and recent developments in the following areas, will be covered: motivation; perceptual, cognitive and physiological processes; and social, personality and abnormal processes.

ENGL 1301 - Composition I

In this course, students will learn and practice the strategies and processes that successful writers employ as they work to accomplish specific purposes. In college, these purposes include comprehension, instruction, entertainment, persuasion, investigation, problem-resolution, evaluation, explanation, and refutation.

MATH 1314 - College Algebra

The study of functions, and their graphs, inequalities, and linear, quadratic, piece-wise defined, rational, polynomial, exponential, and logarithmic functions.

SPCH 1311 - Introduction to Speech Communication

The practice of speech communication behavior in one-to-one, small group, and public communication situations are introduced. Students learn more about themselves, improve skills in communicating with others, and prepare and deliver formal public speeches.

MATH 1324 - Math for Business & Social Sciences

The application of common algebraic functions, including polynomial, exponential, logarithmic, and rational, to problems in business, economics, and the social sciences are addressed. The applications include mathematics of finance, including simple and compound interest and annuities; systems of linear equations; matrices; linear programming; and probability, including expected value.

ENGL 1302 – Writing and Research

Students will learn and produce professional documents that reflect their ability to research, organize and present their ideas. Students will learn all the steps required to build a professional document as well as all of the techniques needed to produce such documents.

SOCI 1301 - Introductory Sociology

A scientific study of human society, including ways in which groups, social institutions, and individuals affect each other. Causes of social stability and social change are explored through the application of various theoretical perspectives, key concepts, and related research methods of sociology.

HIST 1301 - United States History I

A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I includes: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.

HIST 1302 - United States History II

A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

ARTS 1300 - Art Appreciation

A general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art within formal, cultural, and historical contexts.

ENGL 2327 - American Literature I

A survey of American literature from the period of exploration and settlement to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.

Capstone Auni 2398-

A capstone experience for synthesizing the general studies program; includes a final presentation of the student's experience and application of studies.

Transfer and Substitution of Credit

The courses must be completed at a higher-level institution (e.g., community college, university) and must be similar or equivalent to courses included in the degree plan. To transfer credit from previous coursework, students send their transcripts to the Department Chair for evaluation. The Department Chair will determine which courses will be transferred, confirm this with the student, and submit the Transfer Credit Form (or the Substitution Waiver Form if courses were taken at UST) to the Registrar's office. Generally, after they review which credits transfer, the student will be able to select which courses they wish to take under the degree requirements. Transfer credits will be reflected in the student's Degree Plan.

Up to 12 credit hours can be transferred into the General Studies program.

APPENDIX F: GENERAL STUDIES (AA)

Overview

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Note: The AA in General Studies is offered in both English and Spanish.

Mission:

The Associate of Arts (AA) in General Studies provides a well-rounded foundation of knowledge designed to prepare students for employability and/or further academic work. Students develop thinking, reasoning, and communication skills while discovering new ideas and expanding their views. The coursework is designed to create the opportunity for learning across different disciplines and builds experiences for students as they grow into lifelong learners.

Students who complete the Associate of Arts in General Studies will be able to:

- Communication: Communicate effectively to general and specialized audiences through structured written, oral and visual presentations
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- Ethical reasoning: Describe ethical issues and apply ethical principles or frameworks in judgment and decision-making
- Applied learning: Describe and analyze relationships between academic learning and problems outside the classroom

Degree Sequence and Courses:

The AA in General Studies includes 45 hours in general education and 15 hours within a specific concentration area:

General Business, Drug and Alcohol Counseling (DAAC), Technical Programs (Cybersecurity and Networking Technology)

Students will take the following courses in the General Studies program:

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Course Descriptions

AUNI 1300 - College Foundations

This course helps students transition to an academic environment. In this course, students will examine foundational skills including time management, study skills, conducting and documenting research, communicating professionally, and demonstrating digital literacy. In addition, student will use critical thinking to identify components of and approaches to solving problems.

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SPCH 1311 - Introduction to Speech Communication

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Students will learn and produce professional documents that reflect their ability to research, organize and present their ideas. Students will learn all the steps required to build a professional document as well as all of the techniques needed to produce such documents.

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HIST 1302 - United States History II

A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

ARTS 1300 - Art Appreciation

A general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art within formal, cultural, and historical contexts.

ENGL 2327 - American Literature I

A survey of American literature from the period of exploration and settlement to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character.

Capstone Auni 2398-

A capstone experience for synthesizing the general studies program; includes a final presentation of the student's experience and application of studies.

Transfer and Substitution of Credit

The courses must be completed at a higher-level institution (e.g., community college, university) and must be similar or equivalent to courses included in the degree plan. To transfer credit from previous coursework, students send their transcripts to the Department Chair for evaluation. The Department Chair will determine which courses will be transferred, confirm this with the student, and submit the Transfer Credit Form (or the Substitution Waiver Form if courses were taken at UST) to the Registrar's office. Generally, after they review which credits transfer, the student will be able to select which courses they wish to take under the degree requirements. Transfer credits will be reflected in the student's Degree Plan.

Up to 12 credit hours can be transferred into the General Studies program.

APPENDICE DE1: ESTUDIOS GENERALES

Descripción General

El título de Asociado en Estudios Generales de la Universidad de St. Thomas en Houston ofrece a los estudiantes una educación integral con una sólida preparación multidisciplinaria que les permite seguir carreras en educación, ciencias, tecnología, ingeniería, matemáticas, gobierno, negocios y otros campos. En UST, los estudiantes tendrán la oportunidad de participar en el estudio de historia, literatura, escritura, filosofía, sociología, psicología, artes creativas y más. El programa de Asociados de Ciencias Aplicadas de la escuela Kolbe se ha sido diseñado para ayudar a los estudiantes a comunicarse bien, formular argumentos convincentes y resolver problemas.

Nota: El Programa de Asociados en Ciencias Aplicadas en Estudios Generales se ofrece tanto en inglés como en español.

Misión

El Programa de Asociado en Artes (AA) en Estudios Generales proporciona una base integral de conocimientos diseñada para preparar a los estudiantes para la empleabilidad y/o el trabajo académico posterior. Los estudiantes desarrollan habilidades de pensamiento, razonamiento y comunicación mientras descubren nuevas ideas y amplían sus puntos de vista. El trabajo del curso está diseñado para crear oportunidades de aprendizaje en diferentes disciplinas y crea experiencias para los estudiantes a medida que se convierten en aprendizajes de por vida.

Los estudiantes que completen el Asociado en Artes en Estudios Generales podrán:

- **Comunicación:** Comunicarse de manera efectiva con audiencias generales y especializadas a través de presentaciones escritas, orales y visuales estructuradas.
- **Pensamiento crítico:** Identificar, categorizar y analizar problemas y cuestiones, y sacar conclusiones justificadas.
- **Fluidez cuantitativa:** Realizar cálculos precisos utilizando operaciones simbólicas y proporcionar interpretaciones y explicaciones precisas de los datos.
- **Alfabetización informacional:** Identificar, categorizar, evaluar y citar correctamente múltiples recursos para crear proyectos, artículos o presentaciones.
- **Razonamiento ético:** Describir cuestiones éticas y aplicar principios o marcos éticos en el juicio y la toma de decisiones.
- **Aprendizaje aplicado:** Describir y analizar las relaciones entre el aprendizaje académico y los problemas fuera del aula.

Secuencia de programa y cursos

La AAS en Estudios Generales incluye 45 horas en educación general y 15 horas dentro de un área de concentración específica:

Negocios, Tecnología, Español, Inglés y Psicología

Semestre 1	CTA Bases Universitarias – AUNI 1300 La Filosofía de la Persona Humana -PHILC 1300
	CTB Psicología General -PSYC 2301 Composición I - ENGL 1301 Optativa
Semestre 2	CTA Algebra Universitaria -MATH 1314 Introducción al Discurso - SPCH 1311 Optativa
	CTB Matemáticas para Negocios y Ciencias Sociales - MATH 1324 Investigación y Redacción – GENB 1305
Semestre 3	CTA Etica- PHILC 2301 Introducción a la Sociología - SOCI 1301
	CTB Historia de Estados Unidos - HIST 1301 Introducción a las Bellas Artes - ART 1301 Optativa
Semestre 4	CTA Literatura Estadounidense - ENGL 2326 Historia de Estados Unidos II – HIST 1302
	CTB Proyecto Final -AUNI 2398 Optativa Optativa

Descripción de los cursos

AUNI 1300 Bases Universitarias

Este curso ayuda a los estudiantes a hacer la transición a un entorno académico. En este curso, los estudiantes examinarán habilidades fundamentales que incluyen administración del tiempo, habilidades de estudio, realización y documentación de investigaciones, comunicación profesional y demostración de alfabetización digital. Además, el estudiante utilizará el pensamiento crítico para identificar componentes y enfoques para resolver problemas.

PHILC 1300 La Filosofía de la Persona Humana

Un curso de antropología filosófica que estudia muchos aspectos de la naturaleza humana: sensación, emoción, pensamiento, voluntad, hábitos, alma y cuerpo.

PSYC 2301 Psicología General

Una introducción a los procesos y principios básicos del comportamiento humano. Se cubrirán los métodos y hallazgos que caracterizan la psicología científica, incluidos los desarrollos históricos y recientes en las siguientes áreas: motivación; procesos perceptivos, cognitivos y fisiológicos; y procesos sociales, de personalidad y anormales.

ENGL 1301 Composición I

Los estudiantes aprenderán y producirán documentos profesionales que reflejen su capacidad para investigar, organizar y presentar sus ideas. Los estudiantes aprenderán todos los pasos necesarios para crear un documento profesional, así como todas las técnicas necesarias para producir dichos documentos.

MATH 1314 Álgebra Universitaria

Este curso se enfoca en desarrollar habilidades analíticas y de resolución de problemas haciendo que los estudiantes resuelvan problemas lógicos. Los temas incluyen conceptos matemáticos fundamentales, incluidas ecuaciones cuadráticas, polinomiales y radicales, funciones lineales y sus gráficas, sistemas de ecuaciones lineales y funciones y sus propiedades. Las actividades incluyen la resolución de problemas y el uso de herramientas tecnológicas adecuadas.

SPCH 1311 Introducción al Discurso

Se presenta la teoría y la práctica del comportamiento de comunicación del habla en situaciones de comunicación individual, en grupos pequeños y en público. Los estudiantes aprenden más sobre sí mismos, mejoran sus habilidades para comunicarse con los demás y preparan y pronuncian discursos públicos formales.

MATH 1324- Matemáticas II

Matemáticas de las finanzas, ecuaciones lineales, desigualdades y modelos matemáticos con énfasis en aplicaciones.

GENB 1305- Investigación y Redacción

Los estudiantes aprenderán y producirán documentos profesionales que reflejen su capacidad para investigar, organizar y presentar sus ideas. Los estudiantes aprenderán todos los pasos necesarios para crear un documento profesional, así como todas las técnicas necesarias para producir dichos documentos. Este curso está destinado y restringido únicamente a estudiantes del programa Asociado en Ciencias Aplicadas en Negocios Generales.

PHILC 2301- Ética

Este curso es para estudiantes que estudian filosofía moral por primera vez. Desde que existen los seres humanos, la moralidad ha sido una cuestión: sus fundamentos, su naturaleza, sus formas y su posibilidad misma. Al estudiar obras clásicas de filosofía, especialmente La República de Platón, La Ética a Nicómaco de Aristóteles y la Suma Teológica de Santo Tomás de Aquino, los estudiantes abordarán las preguntas más fundamentales que motivan la reflexión ética: ¿Qué significa ser humano? ¿Qué contribuye a una buena vida? ¿Cómo viviremos? ¿Cuál es la relación entre moralidad y felicidad? El curso centrará especial atención en las riquezas

de la tradición intelectual católica y su énfasis en el razonamiento práctico, la dignidad de la persona, la ética de las virtudes y la ley natural.

SOCI 1301-Introducción a la sociología

Un estudio científico de la sociedad humana, que incluye las formas en que los grupos, las instituciones sociales y los individuos se afectan entre sí. Las causas de la estabilidad social y el cambio social se exploran mediante la aplicación de diversas perspectivas teóricas, conceptos clave y métodos de investigación relacionados de la sociología.

HIST 1301 -Historia de Estados Unidos

Un estudio de la historia social, política, económica, cultural e intelectual de los Estados Unidos desde la era precolombina hasta el período de la Guerra Civil y la Reconstrucción. Historia de los Estados Unidos I incluye el estudio de las épocas precolombina, colonial, revolucionaria, nacional temprana, de esclavitud y seccionalismo, y de la Guerra Civil y la Reconstrucción. Los temas que pueden abordarse en Historia de los Estados Unidos I incluyen: asentamiento y diversidad estadounidenses, cultura estadounidense, religión, derechos civiles y humanos, cambio tecnológico, cambio económico, inmigración y migración, y creación del gobierno federal.

ART 1301- Introducción a las Bellas Artes

Una introducción general a las artes visuales diseñada para crear una apreciación del vocabulario, los medios, las técnicas y los propósitos del proceso creativo. Los estudiantes interpretarán y evaluarán críticamente obras de arte dentro de contextos formales, culturales e históricos.

ENGL 2326 - Literatura Estadounidense

Un estudio de la literatura estadounidense desde el período de exploración y asentamiento hasta el presente. Los estudiantes estudiarán obras de prosa, poesía, teatro y ficción en relación con sus contextos históricos y culturales. Los textos se seleccionarán entre un grupo diverso de autores por lo que reflejan y revelan sobre la evolución de la experiencia y el carácter estadounidense.

HIST 1302 - Historia de Estados Unidos II

Un estudio de la historia social, política, económica, cultural e intelectual de los Estados Unidos desde la era de la Guerra Civil/Reconstrucción hasta el presente. Historia de los Estados Unidos II examina la industrialización, la inmigración, las guerras mundiales, la Gran Depresión, la Guerra Fría y las épocas posteriores a la Guerra Fría. Los temas que pueden abordarse en Historia de los Estados Unidos II incluyen: cultura, religión, derechos civiles y humanos estadounidenses, cambio tecnológico, cambio económico, inmigración y migración, urbanización y sub-urbanización, la expansión del gobierno federal y el estudio de la política exterior de los Estados Unidos.

AUNI 2398 -Proyecto Final

El proyecto final que permite a los estudiantes mostrar los conocimientos y habilidades que han adquirido a lo largo de su programa académico y aplicarlos a problemas y cuestiones del mundo real.

Cursos Optativos

Las materias optativas para los estudiantes podrán provenir de los cursos que se consideren oportunos de las siguientes áreas:

- *Negocios Generales*
- *Tecnología (Ciberseguridad y Networking)*
- *DAAC (Asesoramiento sobre Drogas y Alcohol)*

Transferencia y Sustitución de Créditos

Se podrán transferir un total de 12 créditos al programa de Asociados. Para que sean elegibles, los cursos deben completarse en una institución de nivel superior (por ejemplo, colegio comunitario, universidad) y deben ser similares o equivalentes a los cursos incluidos en el plan de estudios. Para transferir créditos de cursos anteriores, los estudiantes envían sus expedientes académicos al director del departamento para su evaluación. El jefe del departamento determinará qué cursos se transferirán, lo confirmará con el estudiante y enviará el formulario de transferencia de crédito (o el formulario de exención de sustitución si los cursos se tomaron en la UST) a la oficina de registro. Generalmente, después de revisar qué créditos se transfieren, el estudiante podrá seleccionar qué cursos desea tomar según los requisitos del título. Los créditos transferidos quedarán reflejados en el Plan de Estudios del estudiante.

Nota: No se ofrecen cursos de verano.

Cursos de otoño y primavera

Los estudiantes se registrarán en cursos dependiendo su progreso a través de cursos en semestres consecutivos. Los semestres de otoño y primavera duran 7 semanas.

APPENDIX G: GENERAL SCIENCE (AAS)

Overview

This program is designed for students interested in a career in STEM (science, technology, engineering, or math). The Associate of Applied Science in General Sciences program at the University of St. Thomas is a multi-functional program designed to equip students with the knowledge and skills necessary to begin or advance their career in STEM-related professions, or to transition into a four-year STEM or nursing program.

The program is 100% online and may be completed in just over two years (60 hours in 5 semesters).

Degree Plan (AAS)

To fulfill the AAS in DAAC degree requirements, the following courses must be completed:

GENS 1420 Fundamentals of Anatomy & Physiology I
GENS 2420 Fundamentals of Anatomy & Physiology II
GENS 2315 College Algebra (or GENS1315 Intermediate Algebra)
DAAC 1301 Introduction to the Helping Professions
GENS 1330 Fundamentals of Biology I
GENS 2330 Fundamentals of Biology II
PSYC 1332 General Psychology
PSYC 3339 Human Growth and Development
PHILC 1301 The Philosophy of the Human Person
LS 1301 Foundations of Liberal Learning
PHILC 2301 Ethics
GENS 1410 Fundamentals of Microbiology & Lab
GENS 1340 Fundamentals of Chemistry I
GENS 2340 Fundamentals of Chemistry II
GENS 1350 Fundamentals of Physics I
GENS 2350 Fundamentals of Physics II
ACOM 1350 Basics of Writing

Program Enrollment

This program is offered both full-time and part-time. Students should communicate with their Academic Advisor to discuss their options regarding enrollment type.

Degree Sequence

The following depicts the degree sequence for a full-time student:

Semester 1

GENS 1420 Fundamentals of Anatomy & Physiology I	4
GENS 2315 College Algebra (or GENS1315 Intermediate Algebra)	3
GENS 1330 Fundamentals of Biology I	3
DAAC 1301 Introduction to the Helping Professions	3
<i>Total Credits:</i>	<i>13</i>

Semester 2

GENS 2420 Fundamentals of Anatomy & Physiology II	4
PSYC 3339 Human Growth and Development	3
GENS 2330 Fundamentals of Biology II	3
PSYC 1332 General Psychology	3
<i>Total Credits:</i>	<i>13</i>

Summer

PHILC 1301 The Philosophy of the Human Person	3
LS 1301 Foundations of Liberal Learning	3
PHILC 2301 Ethics	3
<i>Total Credits:</i>	<i>9</i>

Semester 3

GENS 1410 Fundamentals of Microbiology & Lab	4
GENS 1340 Fundamentals of Chemistry I	3
GENS 1350 Fundamentals of Physics I	3
Elective I (or GENS 2315 College Algebra)	3
<i>Total Credits:</i>	<i>13</i>

Semester 4

GENS 2340 Fundamentals of Chemistry II	3
GENS 2350 Fundamentals of Physics II	3
ACOM 1350 Basics of Writing	3
Elective II	3
<i>Total Credits:</i>	<i>12</i>

APPENDIX H: GENERAL SCIENCE (AS)

Overview

This program is designed for students interested in a career in STEM (science, technology, engineering, or math). The Associate of Science in General Science program at the University of St. Thomas is a multi-functional program designed to equip students with the knowledge and skills necessary to begin or advance their career in STEM-related professions, or to transition into a four-year STEM or nursing program.

The program is 100% online and may be completed in just over two years (60 hours in 5 semesters).

Degree Requirement (AS)

To fulfill the AS in General Science degree requirement, the following courses must be completed:

AS in GENERAL SCIENCE (GENSC)		
Science Requirement	6 courses: <ul style="list-style-type: none"> - Fundamentals of Anatomy & Physiology I - Fundamentals of Anatomy & Physiology II - Fundamentals of Microbiology - Fundamentals of Biology I - Fundamentals of Biology II - Fundamentals of Chemistry I - Fundamentals of Chemistry II - Fundamentals of Physics I - Fundamentals of Physics II 	18 – 21 hours
Math Requirement	1 course <ul style="list-style-type: none"> - College Algebra 	3 hours
University Core	3 courses : <ul style="list-style-type: none"> - Philosophy of the Human Person - Foundations of Liberal Learning - Ethics 	9 hours
Social/Behavioral Science Requirement	2 courses: <ul style="list-style-type: none"> - General Psychology - Human Growth and Development 	6 hours
Communication Requirement	2 courses: <ul style="list-style-type: none"> - English Composition I - Introduction to Speech Communication 	6 hours
History Requirement	2 courses: <ul style="list-style-type: none"> - US History I - US History II 	6 hours
Elective Requirement		9 – 12 hours
Total hours:		60 hours

Example Degree Sequence

Year 1

Semester 1	
Science 1 Course	3 or 4 hours
GENS 2315 College Algebra	3 hours
English Composition	3 hours
General Psychology	3 hours
<i>Total Credits: 12-13 hours</i>	

Semester 2	
Science 2 Course	3 or 4 hours
Science 3 Course	3 hours
PSYC 3339 Human Growth and Development	3 hours
US History I	3 hours
<i>Total Credits: 12-13 hours</i>	

Semester 3 (Summer)	
PHILC 1301 The Philosophy of the Human Person	3 hours
LS 1301 Foundations of Liberal Learning	3 hours
PHILC 2301 Ethics	3 hours
Elective (if needed)*	3 hours
<i>Total Credits: 12 hours</i>	

Year 2

Semester 4	
Science Course 4	3 or 4 hours
Science Course 5	3 hours
Elective	3 hours
Introduction to Speech Communication	3 hours
<i>Total Credits: 12-13 hours</i>	

Semester 6	
Science Course 6	3 hours
US History II	3 hours
Elective	3 hours
Elective	3 hours
<i>Total Credits: 12 hours</i>	

**Students may require 9 hours or 12 hours of electives (3 classes or 4 classes) depending on total number of science course hours. If students complete 18 credit hours of science coursework, four electives are required. If students complete 21 credit hours of science coursework, then three electives are required.*

Note: Students who wish to transfer into the BSN program are required to complete Anatomy and Physiology I, Anatomy and Physiology II, and Microbiology. Students who wish to transfer into the ABSN program are required to complete Anatomy and Physiology I, Anatomy and Physiology II, and Microbiology, plus one additional elective course (62 credit hours required for transfer).

Program Enrollment

This program is offered both full-time and part-time. Students should communicate with their Academic Advisor to discuss their options regarding enrollment type.

APPENDIX H: HUMAN SERVICE

Overview

There is a strong need for service-related professionals in mental health, addictions, social work, and healthcare. The Associate of Applied Science in Human Services programs at the University of St. Thomas offer foundational knowledge for human service work, skill development, and hands-on training through a social work practicum.

Students will learn and implement practical skills essential for entry-level positions in the human service industry. Additionally, students will understand various local, state, and federal human service systems and resources to best support community members, gain cultural competence to effectively serve diverse populations through the lens of social justice, and much more.

The program is offered in both a two-year AAS degree format or a certificate option. The Human Services programs are 100% online. If enrolled full-time, the Certificate may be completed within one-and-a-half years and the AAS may be completed in two-years.

Degree Plan (AAS)

To fulfill the AAS in DAAC degree requirements, the following courses must be completed:

DAAC 1300 Mental Health, Ethics and Addictions
DAAC 1301 Introduction to the Helping Professions
DAAC 1305 Theory and Treatment
DAAC 1310 Individual Counseling
DAAC 1331 Professional Communication in Counseling
PSYC 1332 General Psychology
DAAC 1319 Substance-Related and Addictive Disorders
DAAC 1325 Group and Family Counseling
DAAC 2320 Crisis Intervention
PHILC 1301 The Philosophy of the Human Person
DAAC 2305 Advocacy and Social Justice
ACOM 1350 Basics of Writing
DAAC 1315 Multicultural Counseling
AMAT 1300 Foundations of Math
DAAC 1330 Clinical Documentation and Record Keeping
PHILC 2301 Ethics
LS 1301 Foundations of Liberal Learning
ACOM 2305 Effective Communication
DAAC 2340 Social Work Internship
DAAC 1342 Abnormal behavior

Degree Sequence

The following depicts the degree sequence for a full-time student:

Semester 1

DAAC 1300 Mental Health, Ethics and Addictions
DAAC 1305 Theory and Treatment
DAAC 1310 Individual Counseling
DAAC 1301 Introduction to the Helping Professions

Total Credits: 12

Semester 2

DAAC 1325 Group and Family Counseling
DAAC 1330 Clinical Documentation and Record Keeping
DAAC 1319 Substance-Related and Addictive Disorders
DAAC 1342 Abnormal behavior

Total Credits: 12

Summer

DAAC 2320 Crisis Intervention
PHILC 1301 The Philosophy of the Human Person
DAAC 2305 Advocacy and Social Justice
ACOM 1350 Basics of Writing

Total Credits: 12

Semester 3

PSYC 1332 General Psychology
DAAC 1315 Multicultural Counseling
AMAT 1300 Foundations of Math I
DAAC 1331 Professional Communication in Counseling

Total Credits: 12

Semester 4

PHILC 2301 Ethics
LS 1301 Foundations of Liberal Learning
ACOM 2305 Effective Communication
DAAC 2340 Social Work Internship

Total Credits: 12

Certificate Degree Sequence

Semester 1

DAAC 1300 Mental Health, Ethics and Addictions
DAAC 1305 Theory and Treatment
DAAC 1310 Individual Counseling
DAAC 1301 Introduction to the Helping Professions

Total Credits: 12

Semester 2

DAAC 1325 Group and Family Counseling
DAAC 1330 Clinical Documentation and Record Keeping
DAAC 1319 Substance-Related and Addictive Disorders
DAAC 1342 Abnormal behavior

Total Credits: 12

Summer

DAAC 2320 Crisis Intervention
DAAC 2340 Social Work Internship

Total Credits: 6

Transfer and Substitution of Credit

The courses must be completed at a higher-level institution (e.g., community college, university) and must be similar or equivalent to courses included in the degree plan. To transfer credit from previous coursework, students send their transcripts to the Department Chair for evaluation. The Department Chair will determine which courses will be transferred, confirm this with the student, and submit the Transfer Credit Form (or the Substitution Waiver Form if courses were taken at UST) to the Registrar's office. Generally, after they review which credits transfer, the student will be able to select which courses they wish to take under the degree requirements. Transfer credits will be reflected in the student's Degree Plan.

Up to 12 credit hours can be transferred into the Human Service programs.

APPENDIX H: NETWORKING TECHNOLOGY

Overview

The Associate of Applied Science in Networking Technology is a two-year, 60-hour program which is offered in asynchronous format. You will earn the degree by taking classes 100% online and completing assignments via our online Blackboard platform. Students will also work on hands-on labs to gain skills and precise knowledge needed in networking environments.

Course Sequence and Degree Plan

To fulfill the AAS Networking Technology degree requirements, the following courses must be completed:

AUNI 1300 Academic Success
ANET 1300 Hardware and Software Environment
ANET 1305 Basics of Networking
AMAT 1300 Foundations of Mathematics I
ACOM 1350 Basics of Writing I
ANET 1350 Introduction to Servers I
ANET 1355 Physical Networks
ANET 1360 Introduction to Servers II
ASFT 1300 Foundations of Programming
AMAT 1355 Foundations of Mathematics II
ANET 2300 Introduction to Linux Networking
ASFT 1305 Working with Databases
PHIL 1311 Philosophy of the Human Person
ANET 2305 Securing Information
ACOM 2300 Basics of Writing II
ANET 2350 Basics of IP Networking
PHIL2314 Ethics
ANET 2355 Configuring Email and Web Services
ANET 2370 Advanced Networks
ACOM 2305 Effective Communication

Course Sequence:

The following courses must be completed in order

Semester 1	<ul style="list-style-type: none">• AUNI 1300 Academic Success• ANET 1300 Hardware and Software Environment• ANET 1305 Basics of Networking• AMAT 1300 Foundations of Mathematics I
Semester 2	<ul style="list-style-type: none">• ACOM 1350 Basics of Writing I• ANET 1350 Introduction to Servers I• ANET 1355 Physical Networks

	<ul style="list-style-type: none"> • ANET 1360 Introduction to Servers II
Semester 3	<ul style="list-style-type: none"> • AMAT 1355 Foundations of Mathematic II • ASFT 1300 Foundations of Programming • ANET 2300 Introduction to Linux Networking • ASFT 1305 Working with Databases
Semester 4	<ul style="list-style-type: none"> • PHIL1311 Philosophy of the Human Person • ANET 2305 Securing Information • ACOM 2300 Basics of Writing II • ANET 2350 Basics of IP Networking
Semester 5	<ul style="list-style-type: none"> • PHIL2314 Ethics • ANET 2355 Configuring Email and Web Services • ANET 2370 Advanced Networks • ACOM 2305 Effective Communication

Networking Technology Course Descriptions

AUNI 1300 Academic Success

This course refreshes or prepares students for a collegiate environment. In this course, students will examine various important skills for academic success that include soft skills, hard skills, team work, personality type, research, documentation, and professional communication.

ANET 1300 Hardware and Software Environment

This course explores foundational topics related to information technology. Topics examined include computing devices, hardware, software, operating systems, computer networks, security, and computer programming. Logical problem solving, troubleshooting, and maintenance of computer systems are also introduced.

ANET 1305 Basics of Networking

This course explains the fundamentals of networking concepts. It focuses on technological advances made in the field of computer networks. It also covers impact OSI and TCP/IP model and how it relates to network communication. The course also details the importance of different protocols in a network and tools required to secure the network.

AMAT 1300 Foundations of Mathematics I

This course focuses on developing analytical and problem-solving skills by making students solve logical problems using math skills. Topics include fundamental mathematical concepts, including quadratic, polynomial and radical equations, linear functions and their graphs, systems of linear equations, functions and their properties and matrices. Activities include solving problems and using appropriate technological tools.

ACOM 1350 Basics of Writing I

This course will develop students' writing skills which include prewriting, drafting, revising, and editing. Students will complete writing assignments which are designed to help the student analyze audience and purpose, research and organize ideas, format and design professional document, and exercise critical reading and thinking skills.

ANET 1350 Introduction to Servers I

This course offers students an introduction to server hardware, and provides a baseline level of learning that can be leveraged should they be interested in taking the CompTIA Server+ Certification Exam.

ANET 1355 Physical Networks

This course explains how computer networks are created using physical components. Students get an opportunity to construct a physical network by using wires, network devices, network protocols, tools, and standards. The course also compares and contrasts different transmission media and network devices based on transmission rates. Prerequisite: NA 120

ANET 1360 Introduction to Servers II

This course focuses on installing and configuring network operating systems. It covers configuring key network services relevant for a server in a network. Students get an opportunity to apply policies on the network operating system, secure the network, and troubleshoot problems related to these services.

Prerequisite: NA 210

ASFT 1300 Foundations of Programming

This course lays the foundation of programming logic using flowcharts and pseudocode. It develops understanding of logic and algorithms in programming. The focus is on developing programming skills and knowledge by implementing conditional statements, loops, and functions. Prerequisite: NA 110

AMAT 1355 Foundations of Mathematics II

This course follows the course ge130 mathematics i and covers exponential and logarithmic equations and functions, graphs of trigonometric functions, trigonometric equations, polar coordinates, oblique triangles, vectors, and sequences.

ANET 2300 Introduction to Linux Networking

This course introduces various features of the open source operating system, Linux. It starts with the fundamental commands of the operating system and covers installation and network configuration steps. The course also covers how to maintain and troubleshoot client and server network services. Prerequisite: NA 120

ASFT 1305 Working With Databases

This course discusses fundamentals of database design and relational databases. It also explains normalizing a database. Students implement relational database concepts by developing a database and running SQL queries. The course includes concepts to implement a database design and secure data in the database. Prerequisite: SW 110

PHIL 1311 Philosophy of the Human Person

A study of the many aspects of human nature: sensation, emotion, thought, will, habits, soul and body.

ANET 2305 Securing Information

This course focuses on the importance of securing the IT infrastructure. It also covers ways that make the IT infrastructure vulnerable and steps that should be taken to secure it against malicious attacks. It introduces the role of security policy and implementation issues related to it. Students get an opportunity to audit, test, and monitor an IT system. Prerequisites: NA 230 or equivalent, NA 310 or equivalent

ACOM 2300 Basics of Writing II

This course builds Written Communication I It also helps build documentation skills needed by professionals to communicate and present complex ideas with ease. The course also teaches students how to make strong arguments using visual and oral communication techniques.

ANET 2350 Basics of IP Networking

This course is intensively focused on the study of TCP/IP protocol and OSI model. It covers key concepts related to IP networking, subnetting, and troubleshooting. The course details concepts of IP routing, dynamic routing protocols, bridging, switching, and Lan/Wan technologies.

Prerequisite: NA 120

PHIL 2314 Ethics

A study of the components of the moral life and moral decision-making: freedom, obligation, conscience, objective goods and values. Application of moral principles to particular circumstances. Prerequisite: PHIL 1311

ANET 2355 Configuring Email and Web Services

This course focuses on configuring email and web services in the network. It also details procedures of how to configure a web server, secure a web server, install a mail server, and secure a mail server. Students get an opportunity to define roles and policies related to email and web services. Prerequisites: NA 230 or equivalent, NA 310 or equivalent

ANET 2375 Advanced Operating Systems

This course is a study of server operating system including installation, configuration, management, core infrastructure services, policies and permissions, and virtualization. It covers many of the concepts needed for the Microsoft certified professional installing and configuring windows server 2012 certification exam.

ACOM 2305 Effective Communication

Communication is one of the key skills that every professional must develop. This course helps students develop communication skills that are must for performing tasks effectively. The course focuses on verbal and non-verbal communication techniques in small groups, large groups, and over the internet. The course also examines the ethical and professional standards in communication.

Transfer and Substitution of Credit

The courses must be completed at a higher-level institution (e.g., community college, university) and must be similar or equivalent to courses included in the degree plan. To transfer credit from previous coursework, students send their transcripts to the Department Chair for evaluation. The

Department Chair will determine which courses will be transferred, confirm this with the student, and submit the Transfer Credit Form (or the Substitution Waiver Form if courses were taken at UST) to the Registrar's office. Generally, after they review which credits transfer, the student will be able to select which courses they wish to take under the degree requirements. Transfer credits will be reflected in the student's Degree Plan.

Admissions Criteria

The following criteria must be met for incoming students:

1. An official transcript from every institution of higher education attended.
2. A cumulative grade point average of 2.5 on a 4.0 scale or higher for all college work completed.
3. Applicants with 24 or more transferable academic hours will be evaluated solely on their college work, evidenced by final official transcripts from every institution of higher education attended. Applicants with fewer than 24 transferable academic hours will be considered on the same basis as freshmen applicants except that they must submit a final official transcript from every institution of higher education attended to complete their application.
4. Proof of English language proficiency may be required of some international applicants.

Fall & Spring Courses

Students' progress through courses in consecutive semesters. Fall and Spring semesters are 7 weeks long.

Note: Summer courses are not offered

Industry Certifications

Information Technology (IT) graduates may choose to pursue IT industry certifications. If they so choose to get certified, certifications they'll need to maintain after graduating with an IT degree are the certifications that relate the most to their fields of study and their career goals.

APPENDIX I: PRAGMATIC STUDIES

Overview

The Associates of Applied Science in Pragmatic Studies is a two-year degree program. This full-time academic program is to be completed on campus in a face-to-face format with students who have learning differences who may not have necessary support systems at other institutions. Said students may present with learning disabilities, dyslexia, Down Syndrome, Autism Spectrum Disorders, and/ or other disabling conditions.

Using Universal Design for Learning (UDL) as an instructional modality, students in this program spend 12-15 hours per week in the classroom with a cohort of 12-15 students, which allows for more personalized instruction. At the end of the program, students complete a 200-hour internship with a local business. Courses are taught in a compressed-track format of seven weeks each, with the exception of an academic strategies support course that is taken in a full semester.

Program Admission

Admission to the program requires the following:

- High school completion
- A full and individual psychoeducational evaluation (FIE) that indicates an IQ within 2 standard deviations of the mean of standard scores
- Applicants must also show reading, writing, and math levels at a fourth-grade level or better (using standardized assessment tools).
- Applicants will take the Texas Success Initiative Assessment (TSI) to assist in determining current skill level.
- One recommendation letter from a non-family member who has direct knowledge of the applicant's academic skills and community citizenship.
- Interview between the program faculty/ staff and the student applicant will be required for admission once all other data have been collected.

*Information from all data sources (FIE, TSI, recommendation letter, interview, and high school transcript verifying completion) will be used for admissions decisions and for educational planning purposes.

Learning Outcomes

Students in the Associates of Applied Science in Pragmatic Studies program will demonstrate competency in the following domains:

1. (Core Academics) Students will demonstrate the foundational skills of a university curriculum.
 - a. Students will utilize effective written and oral communication.

- b. Students will read, understand, and interpret text.
 - c. Students will engage in problem solving, critical thinking, and analysis.
2. (Government & Economics) Students will demonstrate comprehension of basic historical and political concepts by applying them to real-world situations.
- a. Students will analyze modern political systems.
 - b. Students will apply historical methodology to critically analyze and interpret past events to make sense of current ones.
 - c. Students will generate ideas about current political structures to further their own understanding.
3. (Disability Awareness) Students will demonstrate understanding and acceptance of learning differences:
- a. Students will be able to advocate for themselves and their own needs in the personal and professional settings.
 - b. Students will understand appropriate disclosure regarding disability conditions.
 - c. Students will apply social thinking skills to different social situations in a variety of settings.
 - d. Students will enhance cultural awareness with regard to race, ethnicity, religion, and gender issues.
4. (Social Science) Students will demonstrate basic understanding of human behavior as it relates to communities and social structures.
- a. Students will use critical thinking skills to examine human social phenomena in local and global events.
 - b. Students will resolve conflict appropriately.
 - c. Students will understand social justice, social change, and community service as basic tenets to Catholicism.
 - d. Students will understand basic biological systems that support an emotionally, physically, and mentally healthy lifestyle.
5. (Communication) Students will demonstrate understanding of the role of communication in personal and professional settings.
- a. Students will apply appropriate communication skills across settings, purposes, and audiences.
 - b. Students will build and maintain healthy and effective relationships.
 - c. Students will use technology to communicate effectively in various settings and contexts.
 - d. Students will demonstrate appropriate and professional ethical behavior.
6. (Financial Health) Students will understand the concept of money as it relates to financial well-being.
- a. Students will demonstrate mastery of basic mathematical principles.

- b. Students will apply mathematical ideas to financial situations.
 - c. Students will understand bank accounting and financial planning.
 - d. Students will understand retirement and longevity in the financial world.
7. (Career Exploration/ Employability Skills) Students will explore and identify career opportunities.
- a. Students will understand differences between job and career.
 - b. Students will employ skills to complete a job search and participate in the hiring process in a professional setting.
 - c. Students will apply critical thinking and problem solving skills in life choices and responsibilities.
 - d. Students will interview for a job effectively and professionally.
 - e. Students will maintain employment related to personal career pathways for an extended period of time using skills learned in college.
 - f. Students will advocate for appropriate accommodations at a place of employment and/ or in the community

Course Sequence and Degree Plan

Students will enroll in a full-time course load for all semesters as follows (credit hours in parenthesis):

- a. First Year first semester– 13 credit hours
 - i. (3) Computer Applications & Communication in the Workplace (Technology)
 - ii. (3) Nutrition, Health, & Fitness (Natural Science)
 - iii. (3) Political Structures in America (History and Government)
 - iv. (3) Social Media & Virtual Communication (Humanities, Fine Arts, & Communication)
 - v. (3) Academic Strategies (Learning Support)
- b. First Year second semester– 6 credit hours
 - i. (3) Experiential Learning I (Elective)
 - ii. (3) Sacred Scripture, Community Outreach, & Catholic Service (Theology)
- c. First Year third semester – 13 credit hours
 - i. (3) Personal Finance & Financial Literacy (Mathematics)
 - ii. (3) Social Change in America (History and Government)
 - iii. (3) Healthy Relationships (Social and Behavioral Sciences)
 - iv. (3) Environmental Science & Healthy Living (Natural Sciences)
 - v. (3) Academic Strategies (Learning Support)
- d. Second Year first semester– 12 credit hours
 - i. (3) Criminology & Law (Social and Behavioral Sciences)
 - ii. (3) Biological Systems & Health (Natural Sciences)
 - iii. (3) Cultural Awareness (Social and Behavioral Sciences)

- iv. (3) Communication in the Workplace (Humanities, Fine Arts, & Communication)
- v. (3) Academic Strategies (Learning Support)
- e. Second Year second semester– 6 credit hours
 - i. (3) Experiential Learning II (Elective)
 - ii. (3) Public Speaking (Humanities, Fine Arts, & Communication)
- f. Second Year third semester– 12 credit hours
 - i. (3) Internship I- Student Mentorship (Internship)
 - ii. (3) Financial Health & Retirement (Mathematics)
 - iii. (3) Internship II- Career Portfolio (Internship)
 - iv. (3) News & Daily Living (History & Government)
 - v. (3) Academic Strategies (Learning Support)

Course Descriptions (in order as listed above)

AEXC1300 Computer Applications & Communication in the Workplace (3 hours)

Develops basic skills in touch keyboarding and data entry for personal and workplace use (Microsoft Word, PowerPoint, Excel, Outlook, Photoshop, and basic publishing applications).

Student Learning Outcomes: (1.1) (3.1) (5.1) (5.3)

AEXC1305 Nutrition, Health, & Fitness (3 hours)

Examines the concept of a balanced diet, exercise and health, wellness and food safety.

Nutritional models are presented to allow the student to understand and develop personal health and wellness practices that lead to a healthy lifestyle.

Student Learning Outcomes: (3.1) (4.1) (4.4)

AEXC1310 Political Structures in America (3 hours)

Examines the structures and functions of government that shape American politics including political parties, interest groups, and elections. Examines laws and the rights and responsibilities of citizenship. Analyzes the multiple histories, cultures, perspectives, contributions and/or struggles of various peoples, with focus on people with disabilities.

Student Learning Outcomes: (1.3) (2.1) (2.2) (2.3) (3.1) (3.2) (4.3)

AEXC1315 Social Media & Virtual Communication (3 hours)

Develops communication skills applicable to the workplace including the use of social media and other technology/ computer platforms so that students understand the use and implications of social media, utilize email skills for the workplace appropriately, and exhibit interview skills to prepare for future opportunities. Identifies the critical features of an online posting and how to proceed with securing a desired work opportunity.

Student Learning Outcomes: (1.3) (3.2) (5.1) (5.3) (7.3)

AEXC1320 Academic Strategies (3 hours)

Presents different learning modalities and personal styles to articulate learning needs for self-advocacy. Covers basic skills such as time management and organization. Uses templates and

processes for effective reading and writing practices. Covers specific methods of note taking, actively reading, researching information, writing research papers, presenting and producing effective writing and incorporating personal learning styles for success. Academic disclosure is discussed.

Student Learning Outcomes: (3.1) (3.2) (3.3) (3.4) (4.2) (5.2) (5.4) (7.6)

AEXC1325 Experiential Learning I (3 hours)

Using student interest, differing topics are explored as electives. Said topics may include but are not limited to culinary arts, owning/ operating a small business, office skills, animal science/ behavior, retail, and art. (Part 1 of 2).

Student Learning Outcomes: (1.1) (1.2) (1.3) (3.1) (3.3) (3.4) (5.4) (7.3)

AEXC1330 Sacred Scripture, Community Outreach, & Catholic Service (3 hours)

Introduction to contemporary biblical studies including an in-depth study of the major world religions, their historical development, intellectual traditions, and cultural influences. Integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

Student Learning Outcomes: (2.2) (2.3) (3.3) (3.4) (4.1) (4.2) (4.3) (5.2)

AEXC1335 Personal Finance & Financial Literacy (3 hours)

Develops a foundation of money management, the use of finance tools, and skills necessary for independent financial success by compiling a spending journal and reflecting on wants and needs that develop into a personal budget.

Covers basic financial concepts, safe practices when buying an item online, use of a credit or debit card, and using a savings account.

Student Learning Outcomes: (6.1) (6.2) (6.3)

AEXC1340 Social Change in America (3 hours)

Examines cases of social change to understand how and why change occurs. Students identify an issue and make a plan to initiate or continue with others toward social change in their community.

Student Learning Outcomes: (1.3) (2.1) (2.3) (3.1) (3.3) (3.4) (4.1) (4.3) (5.1)

AEXC1345 Healthy Relationships (3 hours)

Explores healthy and unhealthy relationships emphasizing strategies to maintain a healthy relationship in various environments. Disability disclosure in social situations is discussed along with conflict resolution.

Student Learning Outcomes: (3.2) (3.3) (3.4) (4.2) (5.2) (5.4) (7.3)

AEXC1350 Environmental Science & Healthy Living (3 hours)

Examines the dynamic nature of the physical environment and how people's interactions shape the world around us. Critical thinking and problem solving are used to determine sense of space.

Continues to build awareness of sociological systems by engaging students in the pressing issues facing our communities. Explores student relationships to the community through the lens of service and volunteerism by identifying ways they can contribute to the environmental movement.

Student Learning Outcomes: (1.1) (1.2) (4.1) (6.1) (7.3)

AEXC2300 Criminology & Law (3 hours)

Examines the criminal justice system and the rights and responsibilities of citizens. Explores basic knowledge of ADA, labor laws, unions, and OSHA. Investigates controversial issues in the workplace such as gender or racial discrimination through case studies, related court cases and laws and current news stories.

Student Learning Outcomes: (1.3) (2.2) (2.3) (3.1) (3.3) (4.1) (4.2) (4.3) (5.1)

AEXC2305 Biological Systems & Health (3 hours)

Explores human biology and development. Includes adult lifestyles, relationships, reproduction, and healthy behavior.

Student Learning Outcomes: (1.2) (3.1) (3.4) (4.4)

AEXC2310 Cultural Awareness (3 hours)

Increases cultural awareness both locally and globally when students reflect on their own culture and examine how cultural diffusion affects the lens in which they see the world. Explores how culture, gender, race, politics, and religion shape our lives and the importance of diversity. Designed to increase awareness of different types of disabilities within our community – specifically one's own disability and when and how to disclose this information.

Student Learning Outcomes: (1.3) (2.1) (3.1) (3.2) (3.3) (3.4) (4.3) (7.6)

AEXC2315 Communication in the Workplace (3 hours)

Examines the use of assertive language, management of conflict, solving problems, and job finding skills as they are related to being an effective communicator. Career networking is introduced. Covers basic office skills includes filing, faxing, copying, answering telephones, and handling money and customer service skills focusing on the interaction with others.

Student Learning Outcomes: (3.1) (5.1) (5.3) (7.3)

AEXC2325 Experiential Learning II (3 hours)

Using student interest, differing topics are explored as electives. Said topics may include but are not limited to culinary arts, owning/ operating a small business, office skills, animal science/ behavior, retail, and art. (Part 2 of 2)

Student Learning Outcomes: (1.1) (1.2) (1.3) (3.1) (3.3) (3.4) (5.4) (7.3)

AEXC2345 Public Speaking (3 hours)

Develop skills to give public and office presentations using a variety of presentation platforms.

Student Learning Outcomes: (1.1) (1.3) (3.1) (4.2) (5.1) (5.3) (7.6)

AEXC2330 Internship I - Student Mentorship (3 hours)

Presents skills needed to participate professionally in the workforce. Discuss and construct a professional network, and examine and experience current interviewing styles. Includes securing an internship site and examines and updates professional publications. Presents methods for advocating for ones' self in a professional environment during an interview, how to ask for accommodations, and ask for help as needed. Includes interviewing skills both in group and one-on-one situations.

Student Learning Outcomes: (3.1) (3.2) (7.1) (7.2) (7.3) (7.4)

AEXC2335 Financial Health & Retirement (3 hours)

Students participate in hands-on activities including creating and using their own budget and balancing accounts. Examines use of credit cards, money scams, and paycheck information. Focus is on applying personal money management knowledge in real and simulated situations to improve the view and handling of money. Examines the benefits of using retirement tools by taking action on their financial planning today to expect a healthy financial scenario in the future.

Student Learning Outcomes: (5.4) (6.1) (6.2) (6.3) (6.4)

AEXC2340 Internship II - Career Portfolio (3 hours)

Develop a career portfolio based on courses taken, adding to the document throughout the program identifying personal values and strengths. The information is used to begin a career pathway setting an initial career goal. Includes resumes and cover letters and professional versus personal computer use.

Student Learning Outcomes: (3.1) (3.2) (7.1) (7.2) (7.3) (7.4) (7.5) (7.6)

AEXC2320 News & Daily Living (3 hours)

Discusses the types of news and how it affects one's daily life. Covers the correlation between reality and representation and how various points of view enter into the elements of news and apply it to an article.

Student Learning Outcomes: (1.2) (1.3) (3.3) (3.4) (4.1)