



2004-06 Graduate Catalog

College of Mount St. Joseph

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The College of Mount St. Joseph reserves the right to make changes in policy, regulations and fees included in this catalog at any time.

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Academic Calendar

2004-2005

First Semester

| | | |
|----------------|------------------|---------------------------------|
| August 23 | Monday | Classes begin (Day and Evening) |
| September 6 | Monday | Labor Day - Holiday |
| October 15 | Friday | Midsemester Holiday |
| November 24-28 | Wednesday-Sunday | Thanksgiving recess |
| November 29 | Monday | Classes resume |
| December 6-10 | Monday-Friday | Semester examinations |
| December 10 | Friday | Semester ends |

Second Semester

| | | |
|-------------|---------------|---------------------------------|
| January 10 | Monday | Classes begin (Day and Evening) |
| January 17 | Monday | Martin Luther King Holiday |
| February 18 | Friday | Midsemester Holiday |
| March 7-11 | Monday-Friday | Spring vacation |
| March 14 | Monday | Classes resume |
| March 25-28 | Friday-Monday | Easter recess |
| March 29 | Tuesday | Classes resume |
| May 2-6 | Monday-Friday | Semester examinations |
| May 6 | Friday | Semester ends |
| May 7 | Saturday | Commencement |

2005-2006

First Semester

| | | |
|----------------|------------------|---------------------------------|
| August 22 | Monday | Classes begin (Day and Evening) |
| September 5 | Monday | Labor Day - Holiday |
| October 14 | Friday | Midsemester Holiday |
| November 23-27 | Wednesday-Sunday | Thanksgiving recess |
| November 28 | Monday | Classes resume |
| December 5-9 | Monday-Friday | Semester examinations |
| December 9 | Friday | Semester ends |

Second Semester

| | | |
|-------------|---------------|---------------------------------|
| January 16 | Monday | Martin Luther King Holiday |
| January 17 | Tuesday | Classes begin (Day and Evening) |
| February 24 | Friday | Midsemester Holiday |
| March 13-17 | Monday-Friday | Spring vacation |
| March 20 | Monday | Classes resume |
| April 14-17 | Friday-Monday | Easter recess |
| April 18 | Tuesday | Classes resume |
| May 8-12 | Monday-Friday | Semester examinations |
| May 12 | Friday | Semester ends |
| May 13 | Saturday | Commencement |

Graduate Program Calendar

In order to serve the needs of students in a variety of programs, graduate course work is taught in standard semester day as well as accelerated day, evening and weekend formats. Each program publishes its own calendar that is included in the College's Semester/Term *Schedule of Classes*.

Academic Policies

Refer to the appropriate graduate program description in this catalog for special academic policies relating to individual programs.

Communication Standards

The College expects students enrolled in a graduate program to demonstrate oral and written communication proficiency commensurate with acceptable standards of good English usage.

Comprehensive Exam or Integrative Project

A comprehensive examination or integrative project is required in each master's degree program. These are described in the respective graduate program sections of this catalog.

Degree Applications/Graduation

A degree-seeking student who has completed the general requirements and the specific program requirements with a 3.0 GPA, and has satisfactorily passed the comprehensive examination or integrative project, is eligible to become a candidate for the master's degree.

Students formally apply for graduation through their appropriate graduate program office. The degree application must be on file by the deadline specified in each semester's or term's *Class Schedule*. Students applying for graduation after the application deadline must appeal in writing to the registrar. If the appeal is approved, the student will be charged a \$25 late application processing fee. If degree requirements are not completed by the date (month/year) specified on the student's degree application, the student must re-apply for a new degree granting date. There is a graduation fee assessed. The graduation fee is a one-time charge with payment applied to the actual degree granting date (provided the fee rate remains the same).

Candidates for a master's degree must have fulfilled all financial obligations to the College before a diploma or transcripts can be issued.

August, December and May degrees are conferred by the College of Mount St. Joseph at the annual commencement ceremony in May. Diplomas will be mailed to graduates from the Registrar's Office. Diplomas for August graduates are mailed in September. Diplomas for December graduates are mailed the week following the May ceremony. A student who has completed all requirements for a master's degree at the conclusion of the summer term (August) or first semester (December) may request in writing, a transcript with the degree noted from the Registrar's Office, Conlan Center.

The May commencement ceremony is held before final second semester grades are submitted by instructors. Therefore, official diplomas for all May graduates will be mailed after grades have been recorded and degree certifications are completed, based on the final semester's or term's grades.

Three months prior to the May commencement ceremony, applied degree candidates will be contacted concerning (1) the graduation fee; (2) ordering or renting of cap, gown and hood; and (3) information regarding ceremony participation.

Candidates for a master's degree may apply to be a non-graduating participant in the May graduation ceremony. To be eligible to be a non-graduating participant, all requirements for the master's degree must be completed by the end of summer sessions (August) following the May commencement ceremony. An

application to be a non-graduating participant must be submitted to the registrar by the same deadline published to file degree applications for May graduation. All students that qualify as non-graduating participants must confirm with the registrar that their application is on file for the August graduation date when degree requirements will actually be completed. The graduation charge is not applied until summer to non-graduating participants in the commencement ceremony.

Academic Dismissal

A student who fails to meet the cumulative grade point average of 3.0 in a graduate program for two consecutive semesters may be dismissed from the graduate program pending a recommendation from the department program director. The department program director will notify the academic dean by letter of the academic dismissal. The academic dean will send the student a letter stating academic dismissal. When dismissed, the student becomes ineligible to register for additional graduate level courses. The academic dismissal will be noted on the graduate academic record.

Academic Standards

A graduate student in good academic standing must maintain a minimum 3.0 cumulative grade point average. Each graduate program requires academic policies specific to the specialty of the program. Refer to the appropriate graduate program description in this catalog for individual program policies and requirements.

Graduate Programs Grade Point Average (GPA)

The grade-point average is obtained by dividing the total number of quality points earned by the total number of semester hours attempted for credit. All graduate programs require that students have a minimum cumulative GPA of 3.00.

Grade Appeal

A grade appeal may be initiated by any student who believes that he or she has been evaluated inaccurately or unfairly in the determination of the final course grade. This is a serious charge and the student must bear in mind that the faculty member has both the right and responsibility to render a fair and critical judgment regarding the quality of the academic work performed according to the grading criteria stated in the course syllabus. The student has the burden of proof to show otherwise, and must be able to provide some evidence of the lack of a fair evaluation in order to file an appeal. The following procedure must be followed in filing an appeal.

1. Within 15 working days of the grade being posted on the web, the student must meet with the instructor and try to resolve the grade dispute. The student will submit a letter in advance of the meeting to the instructor explaining the student's view of how the grade was evaluated inaccurately or unfairly according to the grading criteria in the course syllabus. The student is encouraged to consult with his/her advisor who will help the student define the issue and the basis for the appeal.
2. If a resolution is not reached and the student still believes the appeal has merit, the student shall submit within 10 working days following the meeting with the instructor in Step #1 a written request to the department chairperson for a meeting with the chairperson and the instructor. A copy of the letter given to the instructor in Step #1 should be attached to the request. The instructor will respond in writing to the chairperson prior to the Step 2 meeting explaining the basis for the grade.

A copy of the instructor's letter will be given to the student before the meeting. If the instructor is a department chairperson, a senior faculty member in the department, appointed by the Academic Dean or an administrator designated by the Academic Dean will serve in place of the chairperson. The student may be accompanied to this meeting by one person, who must be either his/her academic advisor or a member of the full-time Mount faculty of his/her own choosing to serve in an advisory role to clarify issues, not as an advocate.

3. Should the resolution be unsatisfactory to the student or the instructor, within ten working days of the meeting in Step #2, either party may submit a written letter to the chairperson describing the basis for continuing the appeal. Within five working days the chairperson will submit a letter to the Academic Dean describing the outcomes of the Step #2 meeting along with all evidence and documentation.
4. The Academic Dean or an administrator designated by the Academic Dean will meet with both the instructor and the student together or separately. The final decision made by the Academic Dean or the administrator designated by the Academic Dean will be based on a review of the Step 1, 2, and 3 materials that have been submitted and the process that has been followed. There is no further appeal.

No legal counsel will be present during the grade appeal process. The student may withdraw the appeal at any juncture by a written request to the department chairperson who will notify the Academic Dean.

Change of Grade

If for serious reason an instructor must change a student's grade, the instructor must submit a Change-of-Grade to the Registrar's Office and give a rationale for the change. Only instructors are authorized to change grades. In the case of incomplete grades, the instructor must change the "I" to a letter grade by the end of the following term. Satisfactory Progress "SP" grades are to be changed to a letter grade within two academic years.

Graduate Grading System

The following grading system is used in graduate-level courses:

| <i>Grade</i> | <i>Quality</i> | <i>Points</i> |
|--------------|--|---------------|
| A | Excellent | 4.00 |
| B | Acceptable | 3.00 |
| C | Below Standard | 2.00 |
| F | Failure | 0.00 |
| FA | Failure due to Absence | 0.00 |
| I | Incomplete (Incomplete grades are initiated by the student with a course work completion plan. Incomplete grades, if not changed by the instructor, convert to an "F" the following semester.) | 0.00 |
| IP | Current term in progress | 0.00 |
| NC | No credit | 0.00 |
| NR | Grade not reported by instructor | 0.00 |
| W | Withdrawal (not calculated in GPA) | 0.00 |
| AU | Audit (not calculated in GPA) | 0.00 |
| P | Pass (not calculated in GPA) | 0.00 |
| SP | Satisfactory Progress (Grade option for thesis, research and internship courses; no credit awarded needs to be converted to a final grade upon completion of the course requirements with a maximum of two years academic completion.) | 0.00 |
| U | Unsatisfactory | 0.00 |

Students who receive a grade of "F" or "FA" must repeat the course to obtain credit.

Refer to the appropriate graduate program description in this catalog for special academic policies relating to the individual programs.

Grade Reports

Academic grade reports are issued from the Registrar's Office to students at the end of each semester or term. Students have full access to their grades via the Web. Grade reports to students in on-campus graduate programs will be mailed only upon request to the Registrar's Office.

Incomplete Grades/"I" Grade Petition

A student must initiate a request for an "I" (incomplete) grade with an instructor. An "I" (incomplete) grade is only assigned by an instructor for a student who has made significant academic progress in the course, but for a serious reason has not fulfilled all requirements. This petition may be approved or denied by the instructor.

If a student is unable to finish some required assignments or examinations, the student should petition the instructor for an "I" (incomplete) grade. The remaining specific assignments or examinations yet to be completed must be listed with an agreed upon completion date. The completion date must be chosen with regard to the "I" to "F" grade conversion schedule given below.

The specified student course work must be completed and submitted to the instructor no later than the completion date agreed upon by the student and instructor. If an "I" grade is not changed by the time specified in the grade conversion schedule, the "I" grade will automatically convert to an "F" (failing) grade.

I Grade Conversion Schedule

"I" grades convert to "F" grades on the following schedule:

Fall semester "I" (incomplete) grades change to "F" on the last day of spring semester.

Spring semester "I" (incomplete) grades change to "F" at the end of the 3rd week of fall semester.

Term III "I" (incomplete) grades change to "F" at the end of the 3rd week of fall semester.

Summer session "I" (incomplete) grades change to "F" on the last day of fall semester.

Time Limit on Degree

Degree programs are designed to serve both full-time and part-time students. Students admitted to a degree program are expected to work with continuity in their program until all requirements are completed. Consequently, a student who does not register for graduate course work during two consecutive years is considered to have withdrawn and is required to submit a revised application and two current letters of recommendation. All degree requirements must be completed within five years of acceptance into the graduate program. An exception may be made at the discretion of the department program director and the academic dean.

Non-Academic Dismissal

The Academic Department reserves the right to recommend dismissal for reasons of poor scholarship, academic fraud or misconduct. Such recommendations are made to the department program director. When dismissed, students are ineligible to continue taking graduate courses.

Pass/Fail Grading

A grade of “P” is not counted in the grade point average and credit is given. A grade of “F” is counted in the grade point average and credit is not given.

Academic Probation

A graduate student whose cumulative grade point average falls below 3.0 (excluding incomplete grades) will be placed on academic probation. The department program director will notify the academic dean by letter recommending the student be placed on academic probation. The academic dean will send an academic probation letter instructing the student to meet with their graduate program advisor to develop a plan of action to remedy the probationary status. The academic status will be noted on the graduate academic record. The student may register for one additional semester after the unsatisfactory GPA was earned. Refer to the specific graduate program description for a petition process. A graduate student on academic probation will be returned to good standing when at least a 3.0 cumulative GPA is achieved.

Appeals for Reinstatement

Appeals for reinstatement must be submitted within 10 working days from the date of dismissal. Appeals must be in writing and addressed to the academic dean. The student’s academic as well as personal record while at the College of Mount St. Joseph will be reviewed to determine whether to grant reinstatement. The academic dean decides whether to grant or deny appeals and determines conditions of reinstatement.

A written appeal or petition must include the following:

1. A student’s self-assessment of factors that contributed to poor academic performance and a statement indicating what will be or has been done differently to positively alter the situation;
2. A recommendation for reinstatement from the faculty advisor and graduate program director and/or department chairperson.

Repeated Courses

Course work with a final grade of “F,” “FA,” audits, or withdrawals may be repeated. However, a student earning a grade of “F” or “FA” in a required core course must repeat the course. A student may repeat a course only once. This applies to all transcribed courses that repeat an equivalent Mount course including audits, withdrawals or transfer credits.

A student who repeats a course will receive credit only once unless the nature of the course specifically provides otherwise. When a course is repeated, the credit and grade associated with the higher course grade will be the one counted in the student’s cumulative grade point average and toward graduation requirements. Both courses will be shown on the student’s academic record.

Residency Requirements

A minimum of 75 percent of the credits required for a master's degree must be earned from the College of Mount St. Joseph. A program of study is developed during the student's first semester to ensure that the residency requirement, as well as other degree requirements, are satisfied.

Procedures for Restitution & Discipline

Rationale. The purpose of any process of restitution and education of an offender of an academic honesty policy is two-fold: 1) to make good for any loss which the offender has caused; 2) to help the offender learn the appropriate behavior as an alternative to the offense which he/she committed. It is assumed that for every violation of academic honesty some kind of restitution or education of the student will be applied. It is further assumed that the instructor has the ultimate authority to deal with a case of academic dishonesty in his/her course.

Procedures. When an instructor has reason to believe that the academic honesty policy has been violated, the following steps will be followed.

Step 1: The instructor will confer with the involved student(s) concerning the issue of honesty in a particular situation and determine what action needs to be taken.

Step 2: The methods available to the instructor in collaboration with the student to resolve the issue are as follows:

1. The instructor require that the work be redone and/or that reasonable restitution be made (see "Restitution and Education" on page 7).
2. The student receives a failing grade for the assignment.
3. The student receives a failing grade for the course, without the option of dropping the course if the deadline has not yet passed. The instructor should inform the registrar and his/her department program director if this option is chosen.
4. The instructor, with the knowledge of the department program director, recommends one of the following to the academic dean:
 - that the student be discontinued in the department
 - that the student be suspended from the College
 - that the student be dismissed from the College.

Academic honesty should not be indicated on the student's official record as reason for failing a course, suspension or dismissal. The student involved in the issue of academic honesty has the right to appeal any decision regarding academic honesty through academic appeal process.

Restitution and Education. After an instructor has determined that a violation of academic honesty has occurred and after an appeals process has been completed, the instructor will decide on an appropriate action of restitution and education, if the student opts to pursue it. In deciding this action, the instructor is encouraged to discuss the situation, while maintaining confidentiality, with knowledgeable colleagues, his/her department program director, or the academic dean. A specific action of restitution and education should utilize the skills and strengths of the student (e.g., teaching a pro-bono word processing session for a major in computer information who violated a policy in preparing an assignment in computer programming). Part of any restitution or education is that the instructor give a full explanation to the student concerning the appropriate behavior which should have been followed in the assignment where the violation took place. Some suggestions for restitution and education include asking the student to:

1. complete another assignment (e.g., write an additional paper to the one in which the offense was committed).
2. provide some private restitution to the owner of the written or published work which was violated.

Legal Penalty for Tampering with Education Records

No person shall knowingly tamper with records (files, documents, etc.) held at the College of Mount St. Joseph, or tamper with computer software or data, or knowingly gain unauthorized access to computer systems. Ohio Revised Code 2913.04 and 2913.42 defines and establishes criminal codes for tampering with records and unauthorized access to computer systems. Violators are subject to state prosecution. The College's policy for addressing cases of record tampering or unauthorized access to computer systems can result in a person's 1) suspension, 2) rescission of a Mount degree if the violation is discovered after graduation, or 3) prosecution.

Transcripts

Transcripts of a student's complete academic record at the College are obtained only upon written request from the student. An official transcript, one bearing the College seal and the authorized signature of the registrar, is sent directly from the registrar to the individual and/or institution specified by the student. An official transcript issued to the student is labeled "Student Copy." The College is not permitted by law to issue copies of documents from other institutions. The first transcript requested may be issued without charge. After the first copy, a fee of \$5 is required for each copy requested (and \$1 for additional copies requested at the same time); there is a \$10.00 fee for an immediate over-the-counter transcript request.

No transcript is issued for an applicant whose financial obligations to the College have not been fulfilled.

Accreditation, Memberships, & Assessment

Accreditation or Approval

The College receives its regional accreditation from:
The Higher Learning Commission of the North Central Association of Colleges and Schools

30 North LaSalle Street, Suite 2400

Chicago, IL 60602

800-621-7440

<http://www.ncahigherlearningcommission.org/>

American Bar Association
American Chemical Society
Board of Examiners of Nursing Home Administrators
Commission on Accreditation in Physical Therapy Education
Council on Social Work Education
National Accrediting Agency for Clinical Laboratory Sciences
National Association of Schools of Music

National League for Nursing Accrediting Commission
Ohio Board of Nursing
Ohio Board of Regents
Ohio Department of Education

Institutional Memberships

Adult Higher Education Alliance
American Assembly of Collegiate Schools of Business
American Association for Higher Education
American Association for Paralegal Education
American Association of Colleges for Teacher Education
American Association of Colleges of Nursing
American Association of Collegiate Registrars and Admissions Officers
American College Personnel Association
American Council on Education
American Sociological Association
Association for Continuing Higher Education
Association of Catholic Colleges and Universities
Association of Gerontology in Higher Education
Association of Graduate Programs in Ministry
Association of Independent Colleges and Universities of Ohio
Association of Independent Liberal Arts Colleges for Teacher Education
Association for Integrative Studies
Association of University Programs in Health Administration
Cincinnati Paralegal Association
College and University Professional Association for Human Resources
College Entrance Examination Board
Consortium for the Advancement of Private Higher Education
Cooperative Education and Internship Association
Council for the Advancement and Support of Education
Council of Independent Colleges
Council on Social Work Education
EDUCAUSE
Employers Resource Association
Greater Cincinnati Chamber of Commerce
Greater Cincinnati Consortium of Colleges and Universities
Hamilton County Police Association
Institute of International Education
International Association of Campus Law Enforcement Administrators
Mathematics Association of America
NAFSA: National Association of International Educators
National Academic Advising Association
National Association for College Admission Counseling
National Association for the Education of Young Children
National Association of Campus Activities
National Association of Campus Card Users
National Association of College and University Business Officers
National Association of Colleges and Employers
National Association of College Auxiliary Service
National Association of Lay Ministers
National Association of Student Financial Aid Administrators
National Association of Student Personnel Administrators

National Campus Compact
National Catholic College Admission Association
National Catholic Educational Association
National Coalition for Campus Children's Centers
National Collegiate Athletic Association
National Football Foundation and College Hall of Fame, Inc.
National Federation of Paralegal Associations, Inc.
National League of Nursing
National Orientation Directors Association
National Society for Experiential Education
Ohio Academic Advising Association
Ohio Association for College Admission Counseling
Ohio Association of Colleges for Teacher Education
Ohio Association of Collegiate Registrars and Admissions Officers
Ohio Association of Private Colleges for Teacher Education
Ohio Biological Survey
Ohio Campus Law Enforcement Association
Ohio College Association
Ohio College Personnel Association
Ohio Continuing Higher Education Association
OhioLINK
OHIONET
Southern OhioTransfer Council

Institutional Review Board

The College of Mount St. Joseph maintains a process for the protection of human subjects involved in research conducted by students, faculty and staff of the College. A copy of this policy is available in the Office of the Chief Academic Officer.

Assessment

On an annual basis, the College of Mount St. Joseph assesses the effect of its major academic programs and Core Curriculum on student learning. The results of this assessment are used to maintain and improve the quality of its academic programs.

Advising and Registration

Advising

After acceptance, the student is assigned an academic advisor by the department program director. The advisor introduces the student to graduate policies, procedures and programs. Together the advisor and the student develop a plan of study. A copy of this plan is filed with the department program director. It is then the student's responsibility to complete the plan. Continued consultation with the advisor is expected. Graduate students in the education, physical therapy and nursing programs must meet with their advisor to obtain approval to register for each semester or term.

Classification of Graduate Students

Students are classified as follows:

1. Degree-seeking (matriculated) students are those who:

- (a) have been officially accepted for admission by the graduate program.
- (b) are degree-seeking in academic pursuit of a master's degree.

2. Certificate or licensure seeking (matriculated) students are those who:

- (a) have been officially accepted for admission into a certificate or licensure program by the graduate program.
- (b) are not pursuing a degree, but are pursuing a certificate or licensure. College program requirements and residency requirements must be fulfilled in order to receive a certificate or licensure from the College of Mount St. Joseph.

3. Non-degree seeking (non-matriculated) students are those unclassified students who:

- (a) have submitted an application but have not completed all requirements for official acceptance through the graduate program (acceptance status is "Pending").
- (b) have not planned to submit an application for acceptance and do not intend to pursue a degree, certificate or licensure program.
- (c) There is a nine semester graduate credit hour limit for non-degree status students.

4. Conditional Standing

Admission to a graduate program with conditional standing is possible if the student does not meet requirements for degree seeking classifications but can provide evidence of promise for success in graduate study. If the student must satisfy departmental prerequisites or has academic deficiencies, he/she can be admitted on conditional standing even if minimum requirements for admission with regular standing have not been met.

Such requests must have support of the academic department to which the student seeks admission. Evidence in support of acceptance with conditional standing may include graduate admission test scores, reference to successful professional experience, statements of academic prowess, etc. A student admitted with conditional standing must achieve a cumulative grade point average of at least 3.0 in the first 12 hours of graduate courses taken for grades. Grades earned in undergraduate courses do not apply to the required grade point average. The probationary period begins on the date of admission with conditional standing for two consecutive semesters. If the student does not satisfy the requirements of conditional standing, he/she is denied further registration in the graduate program. If requirements, are met, the student is admitted to degree seeking status.

Catalog Requirements for New Students

Students are required to comply with the policies, degree, major, licensure or certificate requirements stated in the College Catalog in effect for the first semester/term of enrollment following acceptance. Students enrolled for the first time in summer session will be bound by the Catalog in effect for the following fall semester/term.

Change of Status

A student may obtain degree-seeking status from the appropriate graduate program office by satisfying all admission requirements and by requesting and completing a change of status form. Credits earned by non-degree students who apply for admission are subject to the same limitations as transfer credits.

Veterans' Education

The College of Mount St. Joseph is approved for the education and training of veterans and their dependents under all existing public laws. Veterans qualified for V.A. educational benefits must contact the College's certifying official each semester or term to verify eligibility. Students receiving V.A. benefits who are placed on academic probation for more than two consecutive semesters may be suspended from the benefits unless progress is shown toward improving their grade point average, even though they may not be dismissed from the College. Requests for information should be referred to the College's V.A. certifying official in the Registrar's Office, Conlan Center.

Scheduling

The College of Mount St. Joseph offers degree work throughout the calendar year. The time frame in which classes are taught is variable and flexible to meet students' needs. Classes may be scheduled for standard semester sessions, and/or accelerated evening, weekend or summer sessions. Distance learning classes are available via the Web. All classes conform to the requirements for contact hours.

Course Delivery Formats

The standard format is available in day and evening time frames. The accelerated format is available during the day, evenings and on the weekends. Distance learning classes are available via the Web.

Standard Format

Daytime courses meet two or three times per week for a 16-week semester. Evening courses meet for the same number of hours per week, but in one extended evening session during each week of the 16-week semester.

Accelerated Format

Accelerated study at the Mount is an intense learning experience that offers working adults the opportunity to complete uniquely designed courses predominately in the evenings and on weekends. Instructors follow a different teaching methodology with fewer class contact hours and more independent study.

Accelerated courses are offered over several terms, including the summer. Each course requires attendance at five to eight class sessions, meeting every two to three weeks for 3 1/2 hours. Each course requires a preassignment that must be completed before the first class meeting. The completed preassignment and expected 20 hours of independent study between each class meeting are integral to this format. Some accelerated classes require a post-assignment.

Distance Learning Format

Courses include significant use of the Web and are offered using WebCT, an Internet-based course management system.

Preassignments for Accelerated Courses

The College offers a variety of accelerated formats and time frames in which classes are condensed during a term. It is essential to maximize in-class time. To do so, instructors require that a preassignment be prepared in advance of the first class session. Preassignments are available in the lobby of the Administration Building at the receptionist's desk (generally one month before the beginning of each term) and on the Mount's Web site at www.msjs.edu. Students are required to have purchased books and completed preassignments before the first class meeting.

Registration Procedure

Class schedules and registration information are available on the Mount's Web site and mailed to current graduate students. Materials may also be obtained by contacting the appropriate graduate program office. Dates, times and procedures for Web registration are published in each semester's or term's *Class Schedule*, or on the Mount's Web site at www.msjs.edu. Prior to the first term of enrollment, students are issued PIN numbers for accessing Web registration.

In-person registration support is provided in the Conlan Center, Student Administrative Services.

Tuition and fees must be paid one week prior to the start of class.

Graduate students may register on the Web, in person or by mail. Registration forms with payment must be mailed at least two weeks prior to the start of class to:

Graduate Education Office

–OR–

Graduate Religious and Pastoral Studies Office

–OR–

Master of Nursing Program

–OR–

Master of Physical Therapy Program

–OR–

Master of Science in Organizational Leadership Program

College of Mount St. Joseph

5701 Delhi Road

Cincinnati, OH 45233-1670

Payment only should be sent to:

College of Mount St. Joseph

Location 00121

Cincinnati, OH 45264-0121

All prior financial obligations to the College must be paid in full before registration will be permitted for any new semester or session.

Study at Other Institutions: The Greater Cincinnati Consortium of Colleges and Universities

Full- and part-time degree-seeking students, both undergraduate and graduate, are eligible to enroll in the Greater Cincinnati Consortium cross-registration program. The purpose of the Consortium is to provide

students with a means of taking courses not offered at their own college. Developmental courses taken through the Consortium that are similar in content to those offered at the College of Mount St. Joseph will be accepted as general electives; however, those courses that are not applied toward a degree at a host institution will not be accepted. Degree-seeking Mount students may enroll in a maximum of two courses or six semester hours in consortium courses each academic year. Enrollment in Consortium courses occurs concurrently with enrollment at the Mount. Courses taken through the Consortium may not exceed a total of eight courses or 24 semester hours in a student's total baccalaureate program. In an associate degree program, Consortium courses may not exceed four courses or 12 semester hours. A maximum of only two courses or six semester hours may be taken through the Consortium during the student's final 30 hours of Mount residency.

Graduate students cannot earn more than 30 percent of the credits required for a master's degree in courses taken through the Consortium.

Extenuating circumstances may require an exception to the Consortium cross-registration policy. Appeals for exceptions are submitted in writing to the Academic Dean. The College's approved Study Abroad programs are exempt from Consortium policies.

Mount students are charged Mount tuition when registering through the Consortium. Credit hours earned by courses taken through the Consortium are treated as Mount residency hours. Consortium grades are calculated in the student's Mount grade point average.

Cross-registration procedures are as follows:

1. Begin with the Consortium contact person in the College of Mount St. Joseph's Registrar's Office to secure course and Consortium procedure information.
2. Obtain a signature of approval on a Mount registration or add form from an academic advisor.
3. Complete the cross-registration form in the College of Mount St. Joseph's Registrar's Office. The Mount's Consortium representative's signature on the Consortium form is required. The student may wish to call the host school's registration office to determine the availability of space.
4. Take the cross-registration form to the registration office of the institution where the course will be taken (host school). Specific times and dates are scheduled for this purpose and are available for student reference in the Registrar's Office.
5. If a change in enrollment status (add/drop) is made, the add/drop procedure must be completed at both schools.

The following schools are members of the Consortium: Art Academy of Cincinnati, The Athenaeum, Chatfield College, Cincinnati Christian University (formerly *Cincinnati Bible College and Seminary*), Cincinnati State Technical and Community College, College of Mount St. Joseph, Hebrew Union College, Miami University, Northern Kentucky University, Thomas More College, The Union Institute, University of Cincinnati, Wilmington College, and Xavier University.

Course Load and Selection

A full course load is defined as nine graduate hours. A maximum course load for a full-time student is defined as 16 credits and/or five courses taken during a semester. Credits in excess of the maximum course load must be approved by a graduate advisor.

Students normally employed full time may not take more than six hours of course work per semester. Any exception requires the permission of the department program director. All credits in one semester, regardless of course delivery format, are added in determining full- or part-time status.

All summer sessions combine to form one semester.

Students planning a course load during accelerated day, evening, weekend, or summer terms should be aware of the intensive, condensed time frame for academic content during the short-term sessions.

Students must meet special course restrictions and required prerequisites established by academic departments when selecting classes.

Course Numbering System

Courses numbered 100-499 are taken for undergraduate credit. Courses numbered 500 and above are graduate level/credit courses. A student must be in a graduate program to earn graduate credit for these courses.

Graduate Courses for Undergraduates

Undergraduate seniors in their final semester of study at the College of Mount St. Joseph may enroll, with written approval of their undergraduate academic advisor and a graduate program advisor, in graduate courses (course numbers 500+), subject to the following conditions:

1. Graduate courses may be crosslisted with an undergraduate course number (100-499) to meet undergraduate academic credit/degree requirements. Graduate level courses with numbers 500 and above will not fulfill undergraduate degree requirements.
2. Undergraduate seniors in their final semester of studies at the College may take graduate courses for graduate credit applied to a graduate academic record with the permission of the department program director.
3. Undergraduate seniors may not register for more than 18 hours of combined graduate and undergraduate credit.
4. The maximum amount of graduate credit may not exceed nine hours while simultaneously pursuing an undergraduate degree. Undergraduate seniors in their final semester of study at another regionally accredited college or university may not enroll for more than six hours of graduate credit as a non-degree seeking student at the Mount, subject to the above restrictions.

Adding/Dropping Courses

During periods when Web registration is open for a term, students may drop or add courses over the Internet. Students are expected to seek an advisor's approval before making any changes to an advisor-approved class schedule.

To add a class after the first week of day and evening classes, students must obtain the instructor's signature on an add/drop form. In accelerated-format classes, adding a course is not possible after the first class session.

After the first week of classes, add/drops cannot be done on Web registration. Students must submit an add/drop form, with any required signatures for processing, to Student Administrative Services.

Any student who fails to process an add/drop will receive a grade of FA (failure due to absence). Any student who does not officially add a class will not receive credit or a grade for course work.

Course Withdrawal Policy

Each semester or class term is segmented into three withdrawal periods. Classes officially dropped during the first withdrawal period are removed from the student's academic record. A grade of "W" (withdrawal) will be assigned to any classes dropped during the second withdrawal period. The "W" grade is not calculated in the student's grade point average. The class remains on the student's academic record.

No drops are accepted during the third withdrawal period. Instructors will assign grades for any classes not dropped before the third withdrawal period begins.

First/Second Semesters and All Summer Sessions

| | |
|------------|--------------------------------|
| Weeks 1-5 | No record of dropped class |
| Weeks 6-10 | Grade of "W" for dropped class |
| Weeks 11+ | No drops accepted |

4 Week Term

| | |
|--------------------|--------------------------------|
| Weekend/Week 1 | No record of dropped class |
| Weekends/Weeks 2-3 | Grade of "W" for dropped class |
| Weekend/Week 4 | No drops accepted |

5 Week Term

| | |
|--------------------|--------------------------------|
| Weekends/Weeks 1-2 | No record of dropped class |
| Weekends/Weeks 3-4 | Grade of "W" for dropped class |
| Weekend/Week 5 | No drops accepted |

6 Week Term

| | |
|--------------------|--------------------------------|
| Weekends/Weeks 1-2 | No record of dropped class |
| Weekends/Weeks 3-4 | Grade of "W" for dropped class |
| Weekends/Weeks 5-6 | No drops accepted |

7 Week Term

| | |
|--------------------|--------------------------------|
| Weekends/Weeks 1-3 | No record of dropped class |
| Weekends/Weeks 4-5 | Grade of "W" for dropped class |
| Weekends/Weeks 6-7 | No drops accepted |

8 Week Term

| | |
|--------------------|--------------------------------|
| Weekends/Weeks 1-3 | No record of dropped class |
| Weekends/Weeks 4-6 | Grade of "W" for dropped class |
| Weekends/Weeks 7-8 | No drops accepted |

10 Week Term

| | |
|------------|--------------------------------|
| Weeks 1-3 | No record of dropped class |
| Weeks 4-6 | Grade of "W" for dropped class |
| Weeks 7-10 | No drops accepted |

Specific dates for each term are published in the *Class Schedule* and on the Mount's Web site at www.msje.edu.

Independent Study/Learning Contracts

Students who wish to undertake an independent study must consult with their advisor and register in the independent study course. The instructor's approval in Web registration is required before a student may enroll. Independent study credit hours are included in the course hour load. Independent study is limited to a maximum of three semester hours during the student's graduate program. The student's work is supervised

by a faculty member assigned by the department program director in the intended field of study. Objectives for the study are developed by students in consultation with the faculty member. Students are expected to meet regularly with the faculty member for consultation and discussion. The faculty member has the responsibility for evaluating the student's achievement. Independent study may not be audited.

Any student seeking credit through an independent learning opportunity must contact the instructor to discuss and complete a learning contract. Through contractual learning, the student is to understand the instructor's expectations and criteria for evaluation. A completion date is established between the student and instructor. There is no re-contracting after an established completion date. A copy of the signed learning contract must be on file in the Registrar's Office.

Auditing Courses

Graduate students may audit courses (except independent study courses and auto-study options) on a space-available basis as determined by the instructor and the department offering the course. Audited courses earn zero (0) credit hours. Conditions or requirements of the audit are determined by the instructor or department. Courses taken for audit require the signature of the department program director.

Full-time graduate students (nine or more credit hours) may audit courses at no charge. Other students pay one-half price for audited courses. Alumni of the College from a graduate program may audit courses (except independent studies or auto-study options) on a space-available basis for a special discounted tuition rate, providing appropriate academic prerequisites have been completed. Lab fees are additional for all students.

If a student wishes to change from audit to a grade or vice versa, the change must be made in the graduate program office or Student Administrative Services during the first five weeks of class. Changes in accelerated day, evening or weekend classes must occur before the third class meeting.

Tuition and Fees

Tuition is charged on the basis of a cost per credit hour. Current tuition and fee information is published in the Class Schedule each semester. Some courses have a related fee. These costs are included with course information.

The College reserves the right to modify tuition and the amount or number of fees at the beginning of any academic year subsequent to the student's initial registration.

Payment of Charges

All tuition and related fees are payable in full at the published confirmation date. Students should read closely all information regarding the confirmation process in the *Class Schedule* for each semester/term and fulfill the requirements indicated. Failure to do so may result in cancellation of the student's registration. Information concerning payment options is available in Student Administrative Services, Conlan Center. Because financial aid is considered a payment for College charges, all financial aid paperwork should be completed well before the beginning of the student's first semester/term at the College. For subsequent years, students are encouraged to complete the Free Application for Federal Student Aid (FAFSA) by March 1.

Students with delinquent accounts may not register for upcoming terms until outstanding balances have been paid in full. Students will not receive a transcript or a degree until accounts are settled. Unpaid balances, for any reason, are subject to monthly service fees.

Withdrawals and Reduced Charges

All students complying with established procedures for withdrawal from the College or credit hour reduction are entitled to have charges reduced. Please see the tuition reduction schedule which is published in the *Class Schedule*.

Notification of withdrawal or cancellation is recognized as the date the drop (withdrawal) is completed in Web registration, or the date the form is received in the graduate program's office or Student Administrative Services.

In cases where students feel extraordinary circumstances warrant exception from the reduction policy, an appeal for review can be made in writing and directed to Student Administrative Services, Conlan Center.

A full reduction of departmental fees is made in cases of withdrawal before classes begin. After classes begin, no reduction is made for departmental fees.

All tuition refund requests must be in writing and directed to Student Administrative Services, Conlan Center. Requests for refunds based on outside assistance will be processed upon the completion of the add/drop period. Governmental loan refunds will be processed in accordance with the guidelines of the specific loan program.

Degree Programs

Master's Degree Programs

Listed are majors and areas of concentration within the master's degrees awarded through the designated academic departments.

Education

Master of Arts in Education

Concentrations in art, inclusive early childhood education, professional development, professional foundations, reading, and special education.

(Department of Education)

Organizational Leadership

Master of Science in Organizational Leadership

(Department of Business Administration)

Nursing

Master of Nursing

(Department of Health Sciences)

Physical Therapy

Master of Physical Therapy

(Department of Health Sciences)

Religious Studies

Master of Arts in Religious Studies

Concentration in spiritual and pastoral care

(Department of Religious and Pastoral Studies)

Accreditation

The College of Mount St. Joseph was first authorized to grant the Master of Arts in Education degree in 1978. The graduate program is accredited by the Higher Learning Commission and authorized to operate by the Ohio Board of Regents. Licensure programs are approved by the Ohio State Department of Education, Center for the Teaching Profession, Room 810, 65 S. Front St., Columbus, OH 45215, (614) 466-3593.

The College of Mount St. Joseph was first authorized to grant the Master of Arts in Religious Studies degree in 1988. The graduate program is accredited by the Higher Learning Commission and authorized to operate by the Ohio Board of Regents.

The College of Mount St. Joseph was first authorized to grant the Master of Physical Therapy degree in 1995. The graduate program is accredited by the Higher Learning Commission and authorized to operate by the Ohio Board of Regents. The Physical Therapy program has been fully accredited by the Commission on Accreditation for Physical Therapy Education of the American Physical Therapy Association, 1111 N. Fairfax Street, Alexandria, VA 22314, (703) 706-3245. Faculty and students are members of the American Physical Therapy Association and participate at the national and state levels by attending professional meetings and presenting research findings.

The College of Mount St. Joseph was first authorized to grant the Master of Science in Organizational Leadership degree in 2001. The graduate program is accredited by the Higher Learning Commission and authorized to operate by the Ohio Board of Regents.

The College of Mount St. Joseph was first authorized to grant the Master of Nursing degree in 2004. The graduate program is accredited by the Higher Learning Commission and authorized to operate by the Ohio Board of Regents. The Master of Nursing program has been approved by the Ohio Board of Nursing and is eligible for accreditation from the National League for Nursing Accrediting Commission (61 Broadway, New York, NY 10006, (212) 363-5555) when students are in the last phase of the program. Faculty are members of various professional organizations and participate at the national and state levels by attending professional meetings and presenting research findings. Students are members of the National Student Nurses Association and have the opportunity to become a member of Sigma Theta Tau, an international nursing honor society.

Graduate Learning Outcomes and Performance Indicators

At the conclusion of the graduate program, the graduate student will demonstrate the following learning outcomes and performance indicators:

Communication

Synthesize and evaluate information to construct a persuasive written and/or oral presentation in various contexts. (Learning Outcome)

- Analyze appropriate research findings to provide supportive evidence. (Performance Indicator)
- Integrate clear and valid assumptions and conclusions based on a theoretical framework. (Performance Indicator)

Critical/Creative Thinking

Engage in the research process in one's discipline/profession. (Learning Outcome)

- Critically evaluate research studies and determine the appropriateness of use within one's profession. (Performance Indicator)
- Evaluate research findings and apply in a new context when appropriate. (Performance Indicator)

Leadership

Provide leadership or expert guidance within an organization or other professional environment, such as a classroom. (Learning Outcome)

- Examine the interrelationship between the social/professional context and personal, ethical and spiritual values. (Performance Indicator)
- Develop strategies to encourage the achievement of goals and promote positive change in professional environments by inspiring and enabling others to do and be their best. (Performance Indicator)

Interdependence/Interdisciplinarity

Analyze issues within one's profession using a perspective that recognizes the interdependence of ideas, events, and social structures. (Learning Outcome)

- Integrate contributions from multidisciplinary perspectives in dealing with professional issues and concerns. (Performance Indicator)
- Utilize interdisciplinary knowledge in research, case study and thesis/project design. (Performance Indicator)

Definition of Interdisciplinarity

Interdisciplinary studies (IDS) may be defined as a process of answering a question, solving a problem, or addressing a topic that is too broad or complex to be dealt with adequately by a single discipline or profession. . . IDS draws on disciplinary perspectives and integrates their insights through construction of a more comprehensive perspective.

Klein & Newell, "Advancing Interdisciplinary Studies," in Gaff & Ratcliff, Handbook of the Undergraduate Curriculum (Jossey-Bass 1996)

Doctor of Physical Therapy

Darla Vale, DNSc, RN, CCRN, Chairperson
Mary Romanello, Ph.D., PT/ATC, Program Director

The Master of Physical Therapy degree (MPT) and Doctor of Physical Therapy degree (DPT) are comprehensive degree programs designed to prepare a clinician who can think critically and solve problems; apply scientifically validated therapeutic skills and techniques effectively; respect the uniqueness, dignity and diversity of the individual; and understand the responsibilities of the health care provider in the professional and community life of the next century.

The professional course work of the MPT program encompasses two and one-half years including three summers. The professional course work of the DPT program encompasses three years including three summers. The full-time clinical internships are completed off-campus and may involve travel and/or relocation. Upon successful completion of the program, a graduate must apply for and successfully pass the licensure examination for physical therapists conducted by the Federation of State Boards of Physical Therapy and apply for licensure to the physical therapy licensure board in the state where they plan to work.

The MPT program will graduate its last class in 2007. The DPT program will begin its first class in the summer of 2006. In 2005, the College received approval from the Ohio Board of Regents and the Higher Learning Commission to offer the Doctor of Physical Therapy (DPT) degree. The American Physical Therapy Association (APTA) supports this trend in physical therapy education in order to recognize the level of professional performance standards in the field of physical therapy. The College of Mount St. Joseph is the first private college in the state of Ohio to receive approval to offer the DPT.

As a result of the change to a DPT degree, freshmen need to enroll in a major of their choice for their undergraduate education and during their course of study take the prerequisite courses that are required for admission to the Doctor of Physical Therapy program. Students who attend the College for their undergraduate education and meet all admission requirements will have direct admission into the professional physical therapy program after either three or four years of undergraduate education.

Admission:

1. Applicants must hold or earn a baccalaureate degree from an accredited institution before matriculating to the DPT. Degrees must be validated with official transcripts. Mount students may be eligible after three years of study (3+3 option) if they have followed a planned course of study in a declared undergraduate major with a cumulative 3.4 GPA and completed all prerequisite courses.
2. Applicants must have a minimum GPA of 3.0 on a 4.0 scale. Mount undergraduates choosing the 3+3 option must have a cumulative 3.4 GPA.
3. Applicants must complete the following prerequisite coursework and document with official transcripts and catalog course descriptions. Applicants may complete their prerequisites following application. In this case, the applicant should indicate the expected date of completion on the Prerequisite Checklist Form.
 - Sciences - 1 year each (2 semester; 3 quarters) of the following with laboratory
 - Human Anatomy and Physiology
 - Physics
 - Chemistry
 - Humanities and Social Sciences - At least 6 courses which must include:
 - Psychology
 - Sociology
 - Ethics
 - Statistics
 - 1 course

No grade below a C will be accepted in any prerequisite course

Observation Hours in Physical Therapy

- Completion of a total of 80 hours of documented paid or volunteer experience from at least two distinctly different physical therapy settings is required. A minimum of 40 hours must be completed in an inpatient setting and a minimum of 40 hours must be completed in an outpatient setting. See the form DPT Observation Log for more information. Applicants are expected to locate and contact hospitals, clinics and/or facilities where physical therapy is practiced.

Standardized Examinations

- Graduate Record Examination (GRE)
 - Scores within the last seven years will be accepted

- Note: This requirement will be waived for students graduating from the Mount
- Test of English as a Foreign Language (TOEFEL) for individuals whose native language is not English
 - Scores within the last two years will be accepted

Application Deadline

- Application deadline is September 1 for entry the following summer.

Financial Aid/Scholarships

Financial aid for graduate students is processed through Student Administrative Services. Students who are carrying at least six credits per semester in a degree, licensure or certificate program meet the basic requirements for federal sources of aid available to graduate students. These sources include the need-based College Work Study, Perkins Loan and Stafford Loan (GSL) programs. In addition, the College provides its own funds through the Mount Grant Program to graduate students enrolled at least half time (six hours) who have financial need as determined from the information provided on the Free Application for Federal Student Aid (FAFSA). The Sisters of Charity have established Sisters of Charity Scholarships for female graduate students who plan to take at least 12 credit hours during the academic year and who have demonstrated financial need. Education graduate students can pick up applications in the Education Department. The deadline for applications is July 1. To apply, students should file the FAFSA by June 1 preceding the start of the school year.

A special grant is available to any student enrolled in the religious studies graduate program who is a paid or volunteer minister serving in a congregation, hospital, health care facility, social service agency, diocese, or educational institution. This College of Mount St. Joseph Ministry Tuition Grant reduces tuition during the summer semester to \$200 per credit hour, and tuition in all other semesters to \$250 per credit hour. Verification of employment/volunteer service and submission of an FAFSA form are required.

The following opportunities for financial aid are offered to graduate students at the Mount:

1. Religious/Pastoral Studies
 - (a) Mount Ministry Tuition Grant
 - (b) Mary Joan Blum Scholarship
2. Religious/Pastoral Studies and Education
 - (a) Sisters of Charity Scholarship for Graduate Students

Contact these respective departments for further information.

Bookstore Charges

Students with enough financial aid to cover all tuition, room and board, and other fees and who would like to establish bookstore charges should contact Student Administrative Services.

Master of Arts in Education

Jay Parks, M.Ed., Interim Chairperson

Education Department Vision Statement

The Education Department of the College of Mount St. Joseph is a cohesive, collaborative team of professional educators who value effective teaching and pledge to graduate caring, competent educators for the 21st century. Department members embrace the mission and goals of the department as well as the College and the ideals of inclusion, technology, diversity, and professionalism, including excellence in teaching and learning through the use of innovative technology.

Education Department Mission Statement

The College of Mount St. Joseph Education Department carries out the mission of the College, while educating teaching professionals who possess the knowledge, skills and dispositions to promote our belief in:

- commitment to diversity
- lifelong learning through high-quality teaching
- service to others.

The mission is practiced by honoring high-quality teaching within the Education Department and encouraging students to evaluate the context of change.

Goals of the Department

The Department of Education carries out the mission of the College through its undergraduate and graduate programs. The graduate programs provide on-going education and professional development for teachers and also prepare individuals for initial entry into the teaching profession. Through its programs, the Department of Education strives to provide individuals with learning experiences which foster the knowledge, skills, attitudes, and values required to meet the needs of students in a dynamic society.

Overview of Graduate Degree and Teacher Licensure Programs

Master of Arts Degree Programs - master of arts degree programs are offered in two categories: Professional Foundations for those seeking teaching licenses and Professional Advancement for those who want to add to their knowledge and skills but may already have a teaching license. The latter is applicable to teachers and those in other professions, such as business, nursing, and social services.

The Mount offers the following master of arts degree programs:

- **Professional Foundations**
 - Inclusive Early Childhood Education
 - Middle Childhood Education
 - Adolescent and Young Adult Education
 - Special Education
 - Music or Physical Education
- **Professional Advancement**

- Reading
- Professional Development

Master of arts degree programs are built upon two major components:

1. Core Courses - Courses in ethics, research and statistics, and education psychology are required of all degree candidates. A research project is also required.
2. Area of Concentration - The student, in consultation with his or her advisor, selects an area of concentration according to the student's career objective. Twelve or more semester hours must be completed from the courses listed in each concentration area. If the student is seeking a teaching license, the courses in the area of concentration are those required for licensure in that field.

Initial Teacher Licensure Programs

Graduate-level Professional Foundations teacher licensure programs are designed for candidates seeking initial Ohio teacher licensure or practicing teachers who wish to add another concentration to their license. Courses may subsequently apply to a master's degree. The Mount offers graduate-level licensure programs in these areas:

- Early Childhood Education (for teaching children 3-8 years of age)
- Middle Childhood Education (for teaching children in 4th-9th grade)
- Adolescent and Young Adult Education (for teaching children in 7th-12th grade)
- Multi-age Programs (for teaching children ages 3-21 in a specific subject)
- Special Education/Intervention Specialist (for teaching special needs children ages 5-21)

Students may also seek licensure at the undergraduate level. Further information on licensure is available in the College's *Undergraduate Catalog* and from the Education Department.

Combined Licensure and Master's Degree Programs

Candidates may wish to combine programs in order to obtain initial teacher licensure as well as a Master of Arts in Education degree. The Mount's programs are designed to accomplish this goal in the most expedient way. Although each component has specific and unique requirements, there are also many common courses.

Candidates wishing to obtain both licensure and a M.A. in Education degree should work closely with their advisor to plan their program of study. The program requirements portion of this catalog contains more information on specific courses needed to obtain licensure and a M.A. degree concurrently.

Teacher Education Apprenticeship Master's (TEAM) Degree Program - The TEAM program at the College of Mount St. Joseph focuses on preparing individuals to enter the teaching profession through an intense and accelerated learning format. Graduate students in the TEAM program can earn a master's degree and state license in early childhood education in one calendar year.

Alternative License - Graduate students who pursue a M.A in Education degree with a concentration in Adolescent and Young Adult Education in the area of science or mathematics may pursue an alternative pathway for licensure. The M.A. in Education degree provides the graduate student with the foundations and key courses required for the alternative license.

Endorsements

Endorsements may be added to a current teaching license or earned concurrently with an initial license. An endorsement is issued after a student has successfully completed an approved endorsement program, including an examination required by the State Board of Education, and has the recommendation of the Education Department of an approved institution.

- **Reading Endorsement** - This endorsement is designed to help educators teach reading according to best practice. It provides an in-depth knowledge base related to theories, practice and technology in the field of reading education.

State Licensure Requirements

Whenever changes in Ohio Standards for Teacher Education and Licensure are recommended by the State Department of Education and the Ohio Board of Regents and passed into law by the Ohio State Legislature, requirements will necessarily be altered to comply with current standards and regulations. The programs listed in this catalog meet the most recent Ohio State Department of Education standards and required updates.

Several licensure and endorsement programs are currently under review and pending accreditation approval at the time of this catalog's publication. Students should work closely with their Education Department advisor to stay abreast of current requirements.

Admission Procedure for Graduate Students

An admission application is required for all students who intend to pursue a degree, licensure or endorsement program. Applications are accepted year round, and students may begin their program at the start of fall, spring, or summer semester (exception: TEAM applicants should check with the Department for application deadlines).

Graduate work demands a high level of scholarship, emphasizing research and creativity, and requiring student initiative and responsibility. Therefore, an individual applying for admission to the graduate program in education must submit the following materials for review by the Graduate Admission Committee in order to be considered for acceptance:

1. **Graduate Application** - Applicants must complete a graduate admission application and pay a \$50.00 processing fee (application fee is non-refundable and does not apply towards tuition).
2. **Letter of Intent/Statement of Goals** - Applicants must submit a letter of intent, which includes professional goals, relevant experience and reasons for applying to the program.
3. **Official Transcript** - Applicants must submit official transcripts from all previous colleges and universities. An official undergraduate transcript indicating an earned baccalaureate degree in a suitable field from a regionally accredited college or university must be sent by the college or university to the Mount. A maximum of nine (9) credits of graduate level transfer course work may be applied towards the graduate program, providing the transfer courses are equivalent to current program requirements. The department will make the final determination of transferable courses.
4. **Overall GPA of 2.7/Graduate Record Examination (GRE)** - Applicants should demonstrate their ability to do graduate level work by showing evidence of the following: 1) undergraduate GPA above 2.70; or 2) GRE scores of at least 400 verbal and 425 quantitative. GRE scores are valid for a

five-year period. Official documentation of the above is required. Please note that applicants seeking licensure must pass PRAXIS I. See #5 under “Student Teaching Requirements” on page 27.

5. **Two Letters of Reference** - Two letters of recommendation should be submitted from persons qualified to comment on the candidate’s ability to do graduate level work as well as the candidate’s ability to make significant contributions to the field. At least one of the two letters should be from an educational employer. However, if the student has not been employed in an educational setting, a letter from an additional resource will suffice. Recommendation letters should be recent, written within the past two years.
6. Copy of a valid teaching certification/licensure, if applicable.
7. **Interview** - Prospective graduate students should make arrangements for an admission interview. As part of the interview process, candidates will complete a brief writing sample. This interview is required prior to departmental acceptance.
8. **Resume** - All applicants should submit a resume showing current and previous work experience.
9. **Prerequisites** - Certain undergraduate courses (or their equivalents) should be completed for admission to the non-TEAM M.A. in Education program. The graduate advisor will review the student’s official transcript to determine if the prerequisites have been met. If the applicant is deficient in any of the prerequisites, they may be taken concurrent with the first semester of graduate study. Prerequisites are:
 - COM 100: Spoken Word
 - COM 101: Written Word
 - SOC 103: Introduction to Sociology
 - PSY 103: Introduction to Psychology
 - MTH 143: Topics: Problem Solving & Number Systems (or other college level math course)
 - Some graduate courses have a prerequisite of PSY 205 Child and Adolescent Development (AYA and Multi-age licensure programs).
10. **PRAXIS II in Teaching Content Area** - Applicants for the M.A. in Education degree and a licensure option in Adolescent and Young Adult with a focus in mathematics or science must pass the appropriate PRAXIS II content area. Applicants who do not pass the PRAXIS II will be required to take undergraduate math or science courses in the deficient area before continuing in the program and then retake and pass Praxis II during their first semester of enrollment.
11. **TEAM Admission Deadlines** - Because TEAM is a cohort program which has a specific start date, applicants must meet application deadlines. Contact the department for the specific deadline date for the given year. Applications will be reviewed after receipt of all application materials. Qualified applicants will be invited to meet with an advisor for an interview and to complete a brief on-site essay. Late and incomplete TEAM applications will not be considered.

Once the application packet is complete, (e.g. when all documents are received) the Graduate Admission Committee in the Education Department reviews the materials. The Committee submits its recommendations to the chairperson of the Education Department who is responsible for the final admission decision. The applicant will receive a letter informing him/her of this decision. All documents received by the College as part of an application for admission become the property of the College of Mount St. Joseph and will not be returned to students or forwarded to any other college or university.

Graduate Student Handbook

The Education Department publishes a supplement to this catalog each year in the form of the Graduate Student Handbook¹. This publication contains important information and details about program requirements, policies, and procedures.

Student Teaching Requirements

Student teaching is a major component in every licensure program. To be eligible for a student teaching placement, the candidate must:

1. Apply by the posted deadline.
2. Have an overall 2.8 GPA on a 4.0 scale.
3. Be officially admitted to the licensure program.
4. Earn a grade of “C” or better in all required licensure courses.
5. Pass Praxis I Exam (candidates with passing GRE scores as defined in admission criteria will be exempt from Praxis I).
6. Verify CPR and first aid certification.
7. Verify attendance at child abuse training.
8. Complete all required field experience hours.
9. Obtain advisor’s approval.
10. Meet finger-printing requirements.
11. Have documentation of attendance at one local, state, regional, or national conference.

Transfer students must complete the equivalent of one full-time semester (a minimum of nine credits) at the Mount before becoming eligible to student teach. Student teaching is not offered for graduate credit. If a student has no previous certification or license and wishes to earn initial licensure in any area, student teaching experience is required. For licensed/certified candidates seeking another licensure in a new area, student teaching is waived; however, students are required to complete a practicum.

Field and Clinical Experiences

Prior to receiving licensure, each candidate must satisfactorily participate in a series of carefully planned, supervised and evaluated clinical and field-based experiences for which specific learning objectives have been established. A variety of experiences in diverse settings must be completed prior to student teaching.

Clinical Experience - A graduate student participating in a clinical experience registers for practicum courses 533 A, B, or C in the designated area of study. The clinical experience may be taken for 1-3 semester credits; the actual credits taken vary by program. Clinical experiences taken in more than one semester have differing objectives and experiences and are not interchangeable. One semester hour of credit is equivalent to 50 hours of clinical experience. A clinical experience is to be well-defined by the joint efforts of the faculty member coordinating the clinical experience and the graduate student. Objectives will be kept on file in the student’s official college file.

¹<http://inside.msj.edu/departments/academic/education/students/handbooks/>

Praxis II

The Ohio Department of Education (ODE) requires the PRAXIS II examination for teacher licensure. Students must take the Principles of Learning and Teaching at the appropriate age level and the prescribed specialty area test for their concentration. The specialty test is required for each area to be added to a license. Information about the required tests and qualifying scores is available on the ODE Web site at www.ode.state.oh.us/teaching-profession/teacher/educator_preparation/pdf/codes.pdf.

Comprehensive Exam

The Education Department will be reviewing the culminating experience for graduate students. The most current information on the comprehensive examination process or a revised culminating experience is available on the Web site at www.msje.edu.

Professional Foundations Program Requirements

The Professional Foundations concentration in the Master of Arts in Education degree is a program that is offered to the student who holds a bachelor's degree and is interested in seeking licensure and a Master of Arts in Education degree. The concentration allows for five licensure options within the Professional Foundations concentration: 1) Inclusive Early Childhood; 2) Adolescent and Young Adults (grades 7-12) with traditional licensure in integrated social studies or integrated language arts or Adolescent and Young Adult (grades 7-12) with alternative licensure in a content area of science or math; 3) Middle Childhood (grades 4-9) with a focus in two areas choosing from math, science, social studies or language arts; 4) Multi-age (ages 3-21) in physical education or music; and 5) Special Education. The primary purpose is to allow students to pursue an initial teaching license at the graduate level and simultaneously work towards a Master of Arts in Education degree.

Inclusive Early Childhood Education Concentration - Master of Arts in Education Degree

A Master of Arts in Education degree with a concentration in Inclusive Early Childhood Education is offered to the student who holds a bachelor's degree and is interested in working with young children (3 to 8 years of age, who are developing typically or atypically) and with their families and community agencies. The early childhood professional can obtain licensure and/or a master's degree through the program. Graduates who earn this master's degree are prepared to teach young children in public or private schools as well as in other settings, such as educational assessment and tutoring clinics, residential facilities, camps, or community agencies. The Inclusive Early Childhood program is offered in two formats: traditional and accelerated (TEAM).

(43 credits)

IEC Initial Licensure - 33 credits as listed under concentration +IEC 444 Student Teaching (12 credits)

NOTE: Early childhood licensure requirements are currently under revision and pending approval by the Ohio Department of Education; check with the Education Department for the most current licensure requirements.

PROFESSIONAL CORE — 10 credits

| | |
|---------|----------------------------|
| EDU 700 | Statistics & Research (3) |
| EDU 701 | Educational Psychology (3) |
| EDU 702 | Ethics for Educators (3) |
| EDU 705 | Research Project (1) |

CONCENTRATION/LICENSURE — 33 credits, excluding student teaching

| | |
|----------|--|
| EDU 530 | Phonics and Linguistics (3) |
| +EDU 552 | Math Curriculum and Methods for Early Childhood (3) |
| EDU 555 | Promoting Literacy and Reading Development (3) |
| IEC 510 | Assessment and Diagnosis of Young Children (3) |
| +IEC 530 | Integrating Science and Social Studies through Content Reading (3) |
| IEC 533A | IEC Practicum: Literacy Practicum(1) |
| IEC 533B | IEC Practicum: Integrated Curriculum (1) |
| IEC 533C | IEC Practicum: Working with Families and Agencies (1) |
| +IEC 540 | Literacy Development for the Young Child (3) |
| IEC 610 | Critical Issues in Early Childhood and Special Education (3) |
| IEC 620 | Working with Families (3) |
| IEC 630 | Promoting Young Children’s Development (3) |
| SED 515 | Human Exceptionalities Across the Lifespan (3) |

+Courses with ODE approval, but are pending approval by College Graduate Committee.

Adolescent and Young Adult Concentration (AYA) - Social Studies or Language Arts (traditional licensure) - Master of Arts in Education Degree

(39-40 credits)

The Master of Arts in Education degree with a concentration in Adolescent and Young Adult is offered to students who hold a bachelor’s degree and are interested in teaching in grades 7-12 in social studies or language arts.

**AYA Initial Licensure - 32-33 credits +SEC 444
Student Teaching (10 credits) +content requirements**

AYA licensure requirements are currently under revision, and pending approval by the Ohio Department of Education; check with Education Department for the most current licensure requirements.

PROFESSIONAL CORE - 10 credits

| | |
|----------|----------------------------|
| EDU 700 | Statistics & Research (3) |
| EDU 701* | Educational Psychology (3) |
| EDU 702 | Ethics for Educators (3) |
| EDU 705 | Research Project (1) |

*also required for licensure

CONCENTRATION/LICENSURE COURSES — 29-30 credits, excluding student teaching

| | |
|----------|--|
| EDU 511 | Content Reading (3) |
| EDU 512 | Foundations of Education (3) |
| EDU 517 | Computers in the Instructional Process (3) |
| EDU 533Y | Adolescent and Young Adult Practicum (2-3) |
| EDU 545 | Introduction to Secondary Education (3) |
| EDU 565 | AYA Curriculum and Methods (3) |
| SED 502 | Measurement and Evaluation (3) |
| SED 515 | Human Exceptionalities Across the Lifespan (3) |
| SED 630 | Teaching in an Inclusive Setting (3) |

Students must select the methods course which corresponds to the subject content area:

| | |
|----------|---|
| +EDU 553 | Teaching Methods for Language Arts (3) |
| +EDU 585 | Teaching Methods for Social Studies (3) |

+Pending approval by College Graduate Committee.

Teaching Content - 54 to 57 hours of undergraduate credits. See an Education Department advisor for details in course requirements for content in Integrated Language Arts and Integrated Social Studies.

TEAM - Adolescent and Young Adult Concentration (AYA) - Math or Science (alternative licensure)* - Master of Arts in Education Degree

(40 credits)

The Master of Arts Degree in Education is offered to students who hold a bachelor's degree and are interested in teaching science or mathematics in grades 7-12.

(Note: Alternative licensure candidates must pass the PRAXIS II for their subject area by the time they have completed twelve credits of graduate course work in order to continue in the program.)

*Pending approval by College Graduate Committee.

PROFESSIONAL CORE - 10 credits

| | |
|---------|----------------------------|
| EDU 700 | Statistics & Research (3) |
| EDU 701 | Educational Psychology (3) |
| EDU 702 | Ethics for Educators (3) |
| EDU 705 | Research Project (1) |

CONCENTRATION COURSES - 30 credits from the following:

| | |
|----------|--|
| EDU 511 | Content Reading (3) |
| EDU 517 | Computers in the Instructional Process (3) |
| EDU 533Y | Adolescent and Young Adult Practicum (2-3) |
| EDU 545 | Introduction to Secondary Education (3) |
| EDU 565 | AYA Curriculum and Methods (3) |
| SED 502 | Measurement & Evaluation (3) |
| SED 504 | Behavior Management and Classroom Organization (3) |
| SED 515 | Human Exceptionalities Across the Lifespan (3) |
| SED 630 | Teaching in an Inclusive Setting (3) |

Select the methods course which corresponds to your subject content area:

| | |
|----------|---|
| +EDU 575 | Teaching Methods for the Sciences (3) |
| MTH 503 | Math Curriculum & Methods: Adolescent and Young Adult (3) |

+Courses with ODE approval, but are pending approval by College Graduate Committee.

Middle Childhood Education Concentration - Master of Arts in Education Degree

(46 credits)

MCE Initial Licensure - 39 credits as listed under concentration +MCE 444 Student Teaching (12 credits) + subject content requirements (43-50 credits)

NOTE: MCE Licensure is currently under revision, and pending approval by the Ohio Department of Education; check with Education Department for the most current licensure requirements.

PROFESSIONAL CORE - 10 credits

| | |
|----------|----------------------------|
| EDU 700 | Statistics & Research (3) |
| EDU 701* | Educational Psychology (3) |
| EDU 702 | Ethics for Educators (3) |
| EDU 705 | Research Project (1) |

*also required for licensure

CONCENTRATION/LICENSURE COURSES - 36 credits, excluding student teaching

| | |
|-----------|---|
| EDU 512 | Foundations of Education (3) |
| EDU 517 | Computers in the Instructional Process (3) |
| +EDU 528 | Strategies for Literacy Development (3) |
| EDU 530 | Phonics and Linguistics (3) |
| EDU 615 | Adolescent Literature (3) |
| MCE 500 | Introduction to Middle School: Principles and Practices (3) |
| +MCE 533A | Middle Childhood Education Literacy Practicum (2) |
| MCE 533B | Middle Childhood Education Content Practicum (1) |
| SED 502 | Measurements and Evaluation (3) |
| SED 515 | Human Exceptionalities Across the Lifespan (3) |
| SED 630 | Teaching in an Inclusive Setting (3) |

Students must select two methods courses according to subject area:

| | |
|----------|--|
| +MCE 555 | Content Reading and Methods for Middle School Language Arts (3) |
| +MCE 565 | Content Reading and Methods for Middle School Science (3) |
| +MCE 570 | Content Reading and Methods for Middle School Social Studies (3) |
| +MCE 575 | Content Reading and Methods for Middle School Mathematics (3) |

+Courses with ODE approval, but are pending approval by College Graduate Committee.

Teaching Content - 43 to 50 hours of undergraduate credits. MCE licensure requires two subject concentrations. See an Education Department advisor for specific courses in language arts, social studies, mathematics, and science.

Multi-age Education Concentration - Master of Arts in Education Degree

(33-34 credits)

Multi-age Initial Licensure - 23-24 credits as listed under licensure +EDU 444 Student Teaching (12 credits) + subject content courses (48-65 credits)

NOTE: Multi-age Licensure is currently under revision, and pending approval by the Ohio Department of Education; check with Education Department for the most current licensure requirements.

PROFESSIONAL CORE - 10 credits

| | |
|----------|----------------------------|
| EDU 700 | Statistics & Research (3) |
| EDU 701* | Educational Psychology (3) |
| EDU 702 | Ethics for Educators (3) |
| EDU 705 | Research Project (1) |

*also required for licensure

CONCENTRATION/LICENSURE COURSES - 23-24 credits, excluding student teaching

| | |
|----------|--|
| EDU 511 | Content Reading (3) |
| EDU 512 | Foundations of Education (3) |
| EDU 517 | Computers in the Instructional Process (3) |
| EDU 533A | Art Education Practicum (2-3) |
| or | |
| EDU 533M | Music Education Practicum (2-3) |
| or | |
| EDU 533P | Physical Education Practicum (2-3) |
| EDU 580 | Curriculum and Methods for Multi-age Education (3) |
| SED 502 | Measurement and Evaluation (3) |
| SED 515 | Human Exceptionalities Across the Lifespan (3) |
| SED 630 | Teaching in an Inclusive Setting (3) |

Teaching Content - 48 to 65 hours of undergraduate credits. See an Education Department advisor for specific courses in one of the following areas: visual arts specialist, music education or physical education.

Special Education Concentration Intervention Specialist - Master of Arts in Education Degree

The Special Education graduate program is a specialized licensure program based on preparing the intervention specialist to work across a variety of settings in order to provide a high-quality education and meet the needs of students (ages 5-21) with exceptionalities. The role of the intervention specialist in supporting students in inclusive settings is enhanced by the teacher being prepared to work in collaborative and consulting roles.

The program meets the international standards set forth by National Council Accreditation of Teacher Education (NCATE) and the Council of Exceptional Children, and conforms to the reading guidelines and the integration of technology as designated by the State of Ohio.

The special education concentration offers one area of emphasis: mild/moderate.

(37 credits)

A revision of the Special Education program has been submitted to the Ohio Department of Education for approval. A new Master of Arts Degree in Education with a concentration in special education is in development. See Education Department for current information.

PROFESSIONAL CORE - 10 credits

| | |
|---------|----------------------------|
| EDU 700 | Statistics & Research (3) |
| EDU 701 | Educational Psychology (3) |
| EDU 702 | Ethics for Educators (3) |
| EDU 705 | Research Project (1) |

CONCENTRATION COURSES - Select 27 credits from the SED courses listed below for the master's degree.

All courses listed below including the undergraduate courses must be taken for licensure.

| | |
|----------|---|
| EDU 504 | Children's Literature (3) |
| or | |
| EDU 615 | Adolescent Literature (3) |
| EDU 517 | Computers in the Instructional Process (3) |
| +EDU 528 | Strategies for Literacy Development (3) |
| EDU 530 | Phonics and Linguistics (3) |
| EDU 535 | Communication Development and Disorders (3) |
| +EDU 538 | Diagnostic Reading (3) |
| +EDU 555 | Promoting Literacy and Reading Development (3) |
| EDU 580 | Curriculum and Methods for Multi-age Education (3) |
| SED 502 | Measurement and Evaluation (3) |
| SED 515 | Human Exceptionalities Across the Lifespan (3) |
| SED 520 | Teaching Students with Mild/Moderate Needs (3) |
| SED 530 | Assessment and Diagnosis in Special Education (3) |
| SED 533A | Mild/Moderate Practicum: Early Childhood (2) |
| SED 533B | Mild/Moderate Practicum: Secondary (1) |
| SED 545 | Issues in Technology and Transition (3) |
| SED 580 | Curriculum and Methods for Students with Mild to Moderate Needs (3) |
| SED 630 | Teaching in an Inclusive Setting (3) |
| SED 660 | Applied Behavior Analysis (3) |
| SED 665 | Medical Issues and the Learning Process (3) |

+Courses with ODE approval, but are pending approval by College Graduate Committee.

*In addition to the graduate credits listed for licensure, the following undergraduate courses are also required:

| | |
|---------|--|
| SED 305 | American Sign Language I (3) |
| ART 209 | Early Childhood Art Education (3) |
| MUS 246 | Music Experiences for Young Children (3) |
| or | |
| ART 211 | Middle Childhood Art Education (3) |
| MUS 247 | Music in the Middle School (3) |
| SED 444 | Student Teaching (12) |

Professional Advancement Program Requirements

Professional Development Concentration - Master of Arts in Education Degree

A Master of Arts in Education degree with a concentration in Professional Development is offered to the student who holds a bachelor's degree and a teaching certificate/license and is interested in becoming a more effective professional educator in schools by obtaining a master's degree. This concentration is also offered to the person who holds a bachelor's degree and is not interested in obtaining a teaching license but desires a Master of Arts in Education degree to become more effective in business, nursing, industry, or a non-school setting.

Requirements (34 credits)

CORE COURSES - 10 credits

| | |
|---------|-----------------------------|
| EDU 700 | Statistics and Research (3) |
| EDU 701 | Educational Psychology (3) |
| EDU 702 | Ethics for Educators (3) |
| EDU 705 | Research Project (1) |

CONCENTRATION - 12 credits from the following:

| | |
|---------|--|
| EDU 512 | Foundations of Education (3) |
| EDU 515 | Strategic Dimensions of Learning (3) |
| EDU 516 | Curriculum Development (3) |
| EDU 517 | Computers in the Instructional Process (3) |
| EDU 523 | Issues in Education (3) |
| EDU 650 | Topics in Literacy (3) |
| SED 630 | Teaching in an Inclusive Setting (3) |

ELECTIVES - 12 credits from the following:

| | |
|------------|--|
| EDU 504 | Children's Literature (3) |
| EDU 511 | Content Reading (3) |
| EDU 519 | Designing Computer Interactive Instruction (3) |
| +EDU 528 | Strategies for Literacy Development (3) |
| EDU 530 | Phonics and Linguistics (3) |
| +EDU 538* | Diagnostic Reading (3) |
| +EDU 538P* | Clinical Experiences in Reading (3) |
| EDU 545 | Introduction to Secondary Education (3) |
| EDU 565 | AYA Curriculum and Methods (3) |
| EDU 580 | Curriculum and Methods for Multi-age Education (3) |
| EDU 615 | Adolescent Literature (3) |
| IEC 510 | Assessment and Diagnosis of Young Children (3) |
| +IEC 540 | Literacy Development for the Young Child (3) |
| IEC 610 | Critical Issues in Early Childhood and Special Education (3) |
| IEC 620 | Working with Families (3) |
| IEC 630 | Promoting Young Children's Development (3) |
| MCE 500 | Introduction to Middle School: Principles and Practices (3) |
| +MCE 555 | Content Reading & Methods for Middle School Language Arts (3) |
| +MCE 565 | Content Reading & Methods Middle School for Science (2) |
| +MCE 570 | Content Reading & Methods Middle School for Social Studies (2) |
| +MCE 575 | Content Reading & Methods Middle School for Math (2) |
| SED 502 | Measurement and Evaluation (3) |
| SED 504 | Behavior Management and Classroom Organization (3) |
| SED 515 | Human Exceptionalities Across the Lifespan (3) |
| SED 545 | Issues in Technology and Transition (3) |
| SED 660 | Applied Behavior Analysis (3) |
| SED 665 | Medical Issues and the Learning Process (3) |

+Courses approved by ODE, but are appending approval by College Graduate Committee.
Corequisites for reading endorsement.

Note: Up to six credits of graduate course work may be from the student's content area as approved by advisor/ chairperson (example: biology, math, English, etc.). A limit of six credits of workshops and independent studies may be accepted as approved by advisor/chairperson. A student may transfer a maximum of nine credits of course work from other colleges/universities.

Reading Concentration - Master of Arts in Education Degree

A Master of Arts in Education degree with a concentration in reading is offered to the student who holds a bachelor's degree and a teaching certificate/license and wishes to obtain a significant background in teaching reading. The concentration enables the student to add a State of Ohio Reading Endorsement to any current Ohio certificate/ license. Note: Students wishing to add a Reading Endorsement to the master's degree program must consult with a member of the Education Department.

Requirements (34 credits)

PROFESSIONAL CORE - 10 credits

| | |
|---------|----------------------------|
| EDU 700 | Statistics & Research (3) |
| EDU 701 | Educational Psychology (3) |
| EDU 702 | Ethics for Educators (3) |
| EDU 705 | Research Project (1) |

CONCENTRATION COURSES - 24 credits total

12 credits from:

| | |
|-----------|-------------------------------------|
| EDU 504 | Children's Literature (3) |
| or | |
| EDU 615 | Adolescent Literature (3) |
| EDU 530 | Phonics and Linguistics (3) |
| +EDU 538 | Diagnostic Reading (3) |
| +EDU 538P | Clinical Experiences in Reading (3) |

12 more credits from:

| | |
|----------|--|
| EDU 511 | Content Reading (3) |
| +EDU 528 | Strategies for Literacy Development (3) |
| +EDU 555 | Promoting Literacy and Reading Development (3) |
| EDU 650 | Topics in Literacy (3) |
| IEC 540 | Literacy Development for the Young Child (3) |

+Courses approved by ODE, yet appending approval by College Graduate Committee.

Reading Endorsement

The Reading Endorsement, developed according to learned society and state guidelines, is designed to help educators teach reading according to best practice. Adding the Reading Endorsement to an Ohio teaching license provides an in-depth knowledge base related to the theories, practice and technology in the field of reading education. Completion of the Reading Endorsement also requires passing of the PRAXIS II reading exam.

Requirements for Reading Endorsement (18 hours)

Corequisite or Prerequisite: Current Ohio Teacher License

Requirements for adding the Reading Endorsement (18 hours)

| | |
|---------|---|
| RDG 504 | Children's Literature (3) |
| RDG 530 | Phonics & Linguistics (3) |
| RDG 538 | Diagnosis and Remediation of Reading Problems (3) |
| RDG 539 | Diagnosis & Remediation Practicum (3) |

Six (6) additional hours from the following:

| | |
|---------|--|
| RDG 511 | Content Reading (3) |
| RDG 528 | Strategies for Literacy Development (3) |
| RDG 540 | Literacy Development for the Young Child (3) |
| RDG 555 | Promoting Literacy & Reading Development (3) |
| RDG 650 | Topics in Literacy (3) |

School Nurse Licensure Program

The School Nurse licensure program at the graduate level is designed for BSN-prepared registered nurses who are currently employed in schools or other health facilities. The program is built on the degree requirements for the baccalaureate nursing curriculum for registered nurses. The program provides graduates with the knowledge, skills, attitudes, and values needed to address the health and welfare of school-age children. In addition to theoretical and clinical courses, a supervised clinical practicum will be completed with a licensed school nurse in a community school.

The admission requirements for the School Nurse Licensure Program are listed below:

1. **Graduate Application** - Submit a completed application along with a non-refundable application fee which does not apply toward tuition.
2. **Academic Transcripts** - Forward official undergraduate transcript indicating an earned baccalaureate nursing degree from a regionally accredited college or university.
3. **Two letters of reference.**

Requirements for the School Nurse Licensure Program (14-19 credits)

Prerequisite Requirement

Bachelor of Science in Nursing Degree

PROFESSIONAL EDUCATION CORE REQUIREMENTS - 9 credits

| | |
|---------|--|
| EDU 512 | Foundations of Education (3) |
| EDU 580 | Curriculum and Methods for Multi-age Education (3) |
| SED 515 | Human Exceptionalities Across the Life Span (3) |

CURRICULUM REQUIREMENTS – 5-10 credits

| | |
|----------|-------------------------------|
| EDU 533N | School Nurse Practicum (5-10) |
|----------|-------------------------------|

Course Descriptions

Art

Special topic art workshops are available for graduate students in the following areas: fabric design, ceramics, painting, drawing, sculpture, and printmaking. Contact the Art Department about these graduate art opportunities.

Education

EDU 504 Children's Literature (3)

This course is designed to assist teachers in becoming acquainted with the many trade books that are available for today's students and to enable teachers to utilize comprehensive, creative and insightful strategies with these trade books in their classrooms. This course shows how children's literature is related to the total reading program of the elementary school.

EDU 511 Content Reading (3)

Prerequisite: Students seeking an initial license must be admitted to the Education Department.

The purpose of this course is to provide methods and strategies for teaching reading skills to be used in the content reading subjects, particularly math, science and social studies. This reading course includes skills and strategies, which can be used to assist students' comprehension in these subjects. Teaching emphasis will be placed on comprehension, readability formulas, vocabulary development, and study strategies. Techniques and curricula for developing the interdisciplinary aspects of these subjects will be included. This course will also include adaptations of strategies to meet the needs of students with special needs. Students seeking an initial license must complete a 20-hour field experience in a local school.

EDU 512 Foundations of Education (3)

This course addresses the multiple roles of teachers, as well as the characteristics of successful teachers and schools based on current research. Historical, philosophical and sociological forces that impact educational practices are also discussed. A 20-hour field component is included.

EDU 515 Strategic Dimensions of Learning (3)

Strategies for teaching as they appropriately fit models, styles, age-grade levels, and contents are addressed in this course. The relationship between thinking skills and content knowledge is emphasized based upon the philosophy that thinking skills should pervade the entire curriculum. Practical application consists of matching the course components with actual lessons in order to better understand and appreciate the preferred styles and strategies of others as well as one's own.

EDU 516 Curriculum Development (3)

This course covers definitions, theories and sources, along with the processes of planning, developing and evaluating curriculum. Conflicting historical, societal and educational views which have an impact on curriculum in American schools is also included in this course.

EDU 517 Computers in the Instructional Process (3)

This is an introductory course on the computer and technology in the K-12 classroom. Using a combination of lecture and hands-on instruction, it will address issues surrounding the use of instructional technology, including but not limited to: integrated software packages (word processing, spreadsheet, database); CD-ROMs; instructional software; the Internet; PowerPoint and other presentations programs; hypermedia; and technology in the instructional process.

EDU 519 Designing Computer Interactive Instruction (3)

Prerequisite: EDU 517.

This course is designed to help preprofessional and practicing teachers design interactive instruction for use in a K-12 school setting. Students will receive instruction on how to use peripheral devices in building hypermedia and multimedia programs: digitized cameras, scanner, CD-ROMs and videodisks. Instruction will center around hypermedia and multimedia programs, specifically Hyperstudio. Students will develop their own hypermedia program as a final project.

EDU 523 Issues in Education (3)

This course examines the current issues affecting American education. Topics will be considered under five broad categories of issues: professional, curriculum, social, economic, and ethical.

+EDU 528 Strategies for Literacy Development (3)

This course examines the philosophical and theoretical basis of literacy instruction for middle childhood and secondary education. Emphasis is on reading and writing in the curriculum. Literature-based language experiences and the importance of thematic and inter-disciplinary units will be covered. Informal assessment techniques such as student self-evaluation, responses to literature, and process interviews will be included.

+Course approved by ODE, but is pending approval by College Graduate Committee.

EDU 530 Phonics and Linguistics (3)

Prerequisite: Students seeking initial license must be admitted to the Education Department.

This course addresses the fundamental principles and concepts of the phonological structure of language. The teacher candidate will learn the sound-symbol correspondences of language and understand the relationship of phonemic awareness and the phonological system of language to the reading process. The teacher candidate will also learn about the linguistic and cognitive bases of reading.

EDU 533A Art Education Practicum (2-3)

Prerequisites: EDU 580, SED 515, and admission to the Education Department.

The field experience is the central component of this course which ranges from 1-3 credits, depending upon the needs and experience of the learner as determined by the student's advisor. The student will be assigned to two or three placements with individuals between the ages of 3-21. The student will participate in the various placements by practicing skills and completing application assignments from associated major courses. The instructor will supervise the students in placement at least two times and meet with the students on a regular basis. Each credit requires at least 50 hours of fieldwork. Students must be at the school site a minimum of two times per week for the duration of the semester, and will also be expected to meet with their faculty supervisor regularly throughout the semester.

EDU 533M Music Education Practicum (2-3)

Prerequisites: EDU 580 and SED 515, and admission to the Education Department.

The field experience is the central component of this course which ranges from 1-3 credits, depending upon the needs and experience of the learner as determined by the student's advisor. The student will be assigned to two or three placements with individuals between the ages of 3-21. The student will participate in the various placements by practicing skills and completing application assignments from associated major courses. The instructor will supervise the students in placement at least two times and meet with the students on a regular basis. Each credit requires at least 50 hours of fieldwork. Students must be at the school site a minimum of two times per week for the duration of the semester, and will also be expected to meet with their faculty supervisor regularly throughout the semester.

EDU 533N School Nurse Practicum (5-10)

Prerequisite: Admission to the Education Department.

This course is designed for BSN-prepared registered nurses seeking school nurse licensure from the State of Ohio. Registered nurse students, under the supervision of a licensed school nurse, develop the appropriate competencies for effective school nursing practice through intensive field experiences. Learning outcomes are met through participation in the delivery of school health services and health teaching. Periodic seminars allow students to integrate theory and experience, to explore current issues, and to critique research related to school health nursing. Validation of knowledge and/or experience in school nursing through portfolio development or certification examination may reduce the number of field experience hours required. Students must be at the school site a minimum of two times per week for the duration of the semester, and will also be expected to meet with their faculty supervisor regularly throughout the semester.

EDU 533P Physical Education Practicum (2-3)

Prerequisites: EDU 580, SED 515, and admission to the Education Department.

The field experience is the central component of this course that ranges from 1-3 credits, depending upon the needs and experience of the learner as determined by the student's advisor. The student will be assigned to two or three placements with individuals between the ages of 3-21. The student will participate in various placements by practicing skills and completing application assignments from associated major courses. The instructor will supervise the students in placement at least two times and meet with the students on a regular

basis. Each credit requires at least 50 hours of fieldwork.

EDU 533Y Adolescent and Young Adult Practicum (2-3)

Prerequisite: Admission to the Education Department.

The field experience is the central component of this 2-3 hour course. The student will be assigned to a specific school in grades 7-12 where he/she will participate in two class periods daily on a Monday through Friday schedule. Teaching activities as designated by the content area methods specialist will be assigned in order to apply theory learned in prior course work. Periodic Friday seminars will continue these activities. Students must be at the school site a minimum of two times per week for the duration of the semester, and will also be expected to meet with their faculty supervisor regularly throughout the semester. Each credit requires 50 hours of fieldwork.

EDU 535 Communication Development and Disorders (3)

Prerequisite: IEC 630 or SED 515.

This course examines the major theories of language acquisition and development and the development of literacy; the causes of communication deficits and disorders; the developmental process for typically and atypically developing young children; the conditions that affect children's language and literacy development and learning; and bilingual education. Case studies of typically and atypically developing children are included in this course.

+EDU 538 Diagnostic Reading (3)

Prerequisite: Students seeking an initial license must be admitted to the Education Department.

This course will provide students the opportunity to use a variety of assessment measures to diagnose and remediate students with reading difficulties. During the course, graduate students will administer tests, analyze the results, and prescribe a program of remediation for students with reading challenges. Current diagnostic theories and practices appropriate for students with reading difficulties will be examined. This course is required for the reading endorsement. This course includes a 20-hour field experience for those not seeking a reading endorsement. Graduate students seeking a reading endorsement must enroll in the Clinical Experiences in Reading EDU 538P for 3 credits.

+Course approved by ODE, but is pending approval by College Graduate Committee.

+EDU 538P Clinical Experiences in Reading (3)

Corequisite: EDU 538.

This course requires the student to instruct an individual student or several students who have been assessed and diagnosed as having reading difficulties. Emphasis is placed on the instructional strategies appropriate for use in remedial reading instructions. The diagnosis of the student(s) strengths and weaknesses, collaboration with the classroom teacher, and the selection of developmentally appropriate remedial materials are major outcomes of this course. This practicum course includes three components: 1) diagnosis, 2) remedial tutoring and 3) seminars. This is the culminating course required for the reading endorsement.

+Course approved by ODE, but is pending approval by College Graduate Committee.

EDU 545 Introduction to Secondary Education (3)

Prerequisite: PSY 205 Child and Adolescent Development or the equivalent.

Building upon the broader learning objectives the student obtained in Child and Adolescent Development (PSY 205), this course is a specialized study of the development, needs and learning processes of students grades 7-12. The focus is on physical, cognitive, emotional, moral/ethical, and social development and the conditions that affect their development and learning processes. Applications are made from the knowledge of expected developmental progressions to its use in planning instructional designs, teaching strategies and classroom management strategies. A 10-hour field experience is included.

+EDU 552 Math Curriculum and Methods for Early Childhood (3)

This graduate course is designed to prepare a teacher candidate with the background necessary to integrate the theory and practice of mathematics pedagogy within the context of an inclusive early childhood environment. Major math concepts for grades Pre-K—3 will be interlaced throughout the term to provide students with the necessary background for this endeavor. Methods endorsed by the National Council of Teachers

of Mathematics (NCTM) and the National Association for the Education of Young Children (NAEYC) for learning mathematics will be taught and modeled.

+Course approved by ODE, but is pending approval by College Graduate Committee.

+EDU 553 Teaching Methods for Language Arts (3)

This course, which must be taken concurrently with EDU 533Y practicum, addresses the methods, materials, content, resources, issues, and trends for teaching language arts in secondary schools. This course also includes planning and delivery of instruction designed to promote reflective teaching in the secondary setting.

+Course approved by ODE, but is pending approval by College Graduate Committee.

+EDU 555 Promoting Literacy and Reading Development (3)

Corequisite: IEC 533A or SED 533A for those seeking initial licensure.

This course emphasizes promoting literacy skills in an inclusive early childhood curriculum. Strategies that can be used to promote literacy skills for diverse student populations are included. Informal assessments to monitor student progress will be included in the course. Language development as related to literacy-based children's trade books will be presented and integrated into an interdisciplinary unit. Assessment techniques such as records of independent reading and writing, literature circles and informal reading inventories will be included.

+Course approved by ODE, but is pending approval by College Graduate Committee.

EDU 565 AYA Curriculum and Methods (3)

Prerequisite: EDU 545.

This course familiarizes students with curriculum theory, instructional design planning and instructional evaluation. The nature of knowledge and learning is studied as related to different types of content. Various instructional designs are studied as they relate to different types of content and differing student characteristics. Selected teaching models are described, applied and practiced, including the general inductive model, the general deductive model, concept attainment model, inquiry model, interactive model, cooperative learning model, and integrative model.

+EDU 575 Teaching Methods for the Sciences (3)

This course, which must be taken concurrently with the EDU 533Y practicum, is an exploration of methods used in teaching biology/science, chemistry/physical sciences and earth/space/ environmental sciences. Students will plan instruction for a wide range of learner abilities and backgrounds. Students will use appropriate electronic technologies which have application in the learning environment. Safety issues and the ethical use of living materials are emphasized.

+Course approved by ODE, but is pending approval by College Graduate Committee.

EDU 580 Curriculum and Methods for Multi-age Education (3)

Prerequisite: PSY 205 or equivalent.

Building upon child and adolescent development content, this course will include a study of general methods and curriculum for teaching that are appropriate across the age range of 3-21 years. Lesson plans and methods will be addressed as well as how to adapt curriculum and materials for students with special needs. The application of learning to child and adolescent development will be enhanced with an emphasis on behavior management and application in the field. The role of the specific discipline (e.g., art, music, physical education, or special education) of the students will be enhanced. A 15-hour field experience is included.

+EDU 585 Teaching Methods for Social Studies (3)

This course, which must be taken concurrently with the EDU 533Y practicum, is a study of methods that are specific to the social studies area. This course also provides additional content-specific methodology such as researching current trends and integrating social studies with other content areas.

+Course approved by ODE, but is pending approval by College Graduate Committee.

EDU 615 Adolescent Literature (3)

This course is designed to help teachers in grades 7-12 become knowledgeable of the many trade books

available for incorporating adolescent and young adult literature across the curriculum. While this course enables teachers to incorporate comprehensive, creative and critical thinking skills into teaching units developed using children's literature, its primary focus will be on the older adolescent. This course aims to give the teacher of the older adolescent an in-depth knowledge and understanding of the range of literature available, including American literature, world literature and multicultural literature.

EDU 650 Topics in Literacy (3)

This course is designed to discuss current issues and trends in effective literacy instruction and assessment. Topics of discussion will include but are not limited to: literature-based reading programs; approaches to emergent and beginning reading; reading management systems; holistic assessment; writing instruction; and writing portfolios.

EDU 700 Statistics and Research (3)

The course, which culminates in a research proposal, addresses problem definition, hypothesis construction, variables, literature review, research designs, and statistical methods, as well as collecting, analyzing and interpreting data.

EDU 701 Educational Psychology (3)

This course is a study of the teaching/learning process, what learning is and how it occurs, according to three major classifications of theories. This course also examines the correlates of learning - theories of intelligence, cognitive styles, thinking processes, thinking skills, motivation, and creativity. Emphasis will be placed on applications to the teaching craft, including classroom dynamics and management, teaching/learning styles, individual differences of students, the teacher and the classroom environment, and measurements.

EDU 702 Ethics for Educators (3)

This course addresses major ethical theories and their application to educational issues. Ethical case studies will be examined. Reflection on personal beliefs concerning correct behavior and the development of a professional code of ethics are important components of this graduate course.

EDU 705 Research Project (1)

Prerequisite: EDU 700.

The development of the research project is the culmination of the EDU 700 Statistics and Research course. In the course EDU 700 the student develops a research proposal which is completed during the semester the student is enrolled in this course.

Inclusive Early Childhood

IEC 510 Assessment and Diagnosis of Young Children (3)

Prerequisites: Admission to the Education Department and IEC 630.

Use of formal and informal assessment instruments and strategies to diagnose and assess young children's learning and development are the topics of this course. A 10-hour field experience is included.

+IEC 530 Integrating Science and Social Studies through Content Reading (3)

Prerequisite: Students seeking an initial license must be admitted to the Education Department.

Corequisite: IEC 533B is required for those seeking an initial license.

This course provides the early childhood teacher or teacher candidate the knowledge to develop reading strategies necessary to use in teaching primary students to understand the concepts of science and social studies. Through the use of strategies developed in this course, the teacher candidate can enable children to gain a better understanding in these subject areas. Skills such as concept development, problem solving, critical thinking, and content reading will be included. Inclusive adaptations for students with special needs and diverse background will also be developed.

+Course approved by ODE, but is pending approval by College Graduate Committee.

+IEC 533A IEC Practicum: Literacy Practicum (1)

Prerequisite: Admission to the Education Department.

Corequisite: EDU 555.

The candidate will complete 50 hours of supervised teaching in an inclusive early childhood setting. Candidates will plan, develop and provide a variety of literacy and reading experiences for small groups of children. The cooperating teacher and a college supervisor will evaluate the candidate. Students are required to be in the inclusive early childhood setting a minimum of twice a week.

+Course approved by ODE, but is pending approval by College Graduate Committee.

+IEC 533B IEC Practicum: Integrated Curriculum (1)

Prerequisites : Admission to the Education Department, IEC 533A and EDU 555.

Corequisite: IEC 530.

The candidate will complete 50 hours of supervised teaching in an inclusive early childhood setting. Candidates will plan, develop and provide a variety of literacy and reading experiences in an integrated curriculum for small groups of children. The cooperating teacher and a college supervisor will evaluate the candidate. Students are required to be in the inclusive early childhood setting a minimum of twice a week.

+Course approved by ODE, but is pending approval by College Graduate Committee.

IEC 533C IEC Practicum: Working with Families and Agencies (1)

Prerequisite: Admission to the Education Department.

Corequisite: IEC 620.

This course entails a 50-hour practicum in a supervised setting working with families and professional agencies in the schools. Students will participate under supervision as an inter-agency and intra-agency team member providing consultation services. Students must be at the school site a minimum of two times per week for the duration of the semester and will also be expected to meet with their faculty supervisor regularly throughout the semester.

+IEC 540 Literacy Development for the Young Child (3)

Prerequisite: Students seeking initial license must be admitted to the Education Department.

This course is designed to help the teacher candidate and professional teachers understand the development of language and promoting young children's development as readers and writers using whole texts with natural language patterns. Emphasis is on methods of guiding and supporting children in becoming independent readers, writers and learners. Selected reading and writing approaches and models are discussed, applied and practiced, including "linguistics" phonic approach, right-word approach, social transactional model, transmission model and constructive model. A 20-hour field experience is required for this course for candidates seeking initial license.

+Course approved by ODE, but is pending approval by College Graduate Committee.

IEC 610 Critical Issues in Early Childhood and Special Education (3)

This course investigates the conditions, legal issues, legislation, public policies, and programs that affect children and their families, as well as the historical and philosophical backgrounds of early childhood and special education.

IEC 620 Working With Families (3)

Prerequisite: IEC 630.

Corequisite: IEC 533C.

This course addresses working with families and other professionals to plan educational and intervention strategies for young children and their families.

IEC 630 Promoting Young Children's Development (3)

This course examines the specialized study of the physical, social, emotional, cognitive, moral/ethical, and aesthetic development of typical and atypical children from birth to age 8. The application of developmental theories in providing a learning environment and learning experiences that support and enhance the development of all young children will also be addressed. A 10-hour field experience is included.

Mathematics

MTH 503 Math Curriculum & Methods: Adolescent to Young Adult (3)

This course emphasizes problem solving, problem-solving strategies and thinking skills in a risk-free environment. Students use oral and written language with peers and teacher to develop and extend mathematical understanding and apply it to the teaching of mathematics. The National Council of Teachers of Mathematics (NCTM) standards are introduced. Concepts are explored using manipulative, oral and visual techniques. Students plan lessons to teach diverse groups of adolescents and young adults.

Middle Childhood Education

MCE 500 Introduction to Middle School: Principles and Practices (3)

This course provides a comprehensive study of the middle school concept, its philosophy, and the distinctive components and characteristics of exemplary middle-schools. Topics to be covered are the history, philosophy and curriculum of middle schools; characteristics of effective middle schools; team organization; recent influence, planning for and evaluation of middle schools; and essential characteristics of middle-level teachers. Participation in appropriate field experiences at the middle level will enable the preservice teacher to observe, describe and witness life at the middle childhood level. A 30-hour field component is included.

+MCE 533A Middle Childhood Education Literacy Practicum (2)

Prerequisite: Admission to the Education Department.

Corequisite: EDU 528.

The teacher candidate will complete a 100-hour practicum in a middle school classroom. This practicum will include teaching content reading strategies appropriate for use with the content subjects of math, science, social studies, and language arts. Candidates will examine program rationale current knowledge base and organizational patterns distinctive to a middle school. The interrelatedness of the middle school curriculum for teaching content subjects will be demonstrated using integrated lessons and/or units. Candidates will be required to plan, develop and teach a variety of lessons during this practicum. The cooperating teacher and the college supervisor will evaluate the candidate's classroom teaching lessons as well as other responsibilities during this middle school practicum. The teacher candidates attend classes on the college campus for two weeks before they begin this practicum in the middle school. The hours in this practicum are divided between the two selected concentrations from among the four options (math, science, social studies, language arts). Each of these concentrations is addressed with course descriptions, objectives, assignments, and matrices. Students must be at the school site a minimum of two times per week for the duration of the semester and will also be expected to meet with their faculty supervisor regularly throughout the semester.

+Course approved by ODE, but is pending approval by College Graduate Committee.

MCE 533B Middle Childhood Education Content Practicum (1)

Prerequisite: Admission to the Education Department.

Corequisite: Content Reading and Methods courses.

This course is a field-based experience that is designed to give the student the opportunity to work in the classroom with students in grades 4-9. The student will be placed with a practicing teacher in the preservice teacher's area(s) of concentration(s) for an extended field experience. The preservice teacher will be expected to not only observe, but to also plan for and teach one-on-one, small group, and whole class lessons as directed and supervised by the cooperating teacher and the college supervisor. Placements will be coordinated through the Education Department. Each credit hour is equivalent to 50 classroom hours. This field experience is a prerequisite for student teaching and as such students are not expected to assume total responsibility for the classroom. Students must be at the school site a minimum of two times per week for the duration of the semester, and will also be expected to meet with their faculty supervisor regularly throughout the semester.

+MCE 555 Content Reading and Methods for Middle School Language Arts (3)

Prerequisite: Admission to the Education Department.

Corequisite: MCE 533B.

This course is designed to introduce to the teacher candidate the principles, practices and guidelines necessary to teach language arts to a diverse population of middle school students. The teacher candidate will prepare language arts lessons that assure success for all learners enabling them to construct a meaningful understanding of language arts concepts. Lessons and language arts curricula projects will be correlated to the Ohio Model and to the learning outcomes for the Ohio Reading and Writing Proficiency Tests. Integration in other subject areas will be explored and encouraged.

+Course approved by ODE, but is pending approval by College Graduate Committee.

+MCE 565 Content Reading and Methods for Middle School Science (3)

Prerequisite: Admission to the Education Department.

Corequisite: MCE 533B.

This course is designed to prepare the teacher candidate to teach science. It is intended to help science education students address the difference between being a student of science, a user of science and a teacher of science. This process involves addressing the concepts of learning and teaching, and the nature of knowledge in science. These concepts will be integrated into practical activities designed to prepare the students for teaching in an actual science classroom. The content reading strategies and skills needed to independently acquire and apply science concepts will be included.

+Course approved by ODE, but is pending approval by College Graduate Committee.

+MCE 570 Content Reading and Methods for Middle School Social Studies (3)

Prerequisite: Admission to the Education Department.

Corequisite: MCE 533B.

This course is designed to prepare the teacher candidate to teach social studies/social sciences to children in grades 4-9. Students will become familiar with the scope and sequence of middle school social studies as well as the philosophies behind various teaching approaches as outlined by the National Council for Social Studies (NCSS) Standards and the Ohio Model for the Social Studies. The candidate will investigate and practice using various teaching techniques and materials. Emphasis will be on content reading strategies and skills needed to independently acquire and apply social studies concepts.

+Course approved by ODE, but is pending approval by College Graduate Committee.

+MCE 575 Content Reading and Methods for Middle School Mathematics (3)

Prerequisite: Admission to the Education Department.

Corequisite: MCE 533B.

This course is designed to prepare the teacher candidate to teach scope and sequence of middle school mathematics as well as the philosophies behind various teaching approaches as outlined by the Ohio Model for math. Content reading strategies appropriate for teaching math to middle school students will be emphasized.

+Course approved by ODE, but is pending approval by College Graduate Committee.

Special Education

SED 502 Measurement and Evaluation (3)

This course covers the materials and techniques used to assess and evaluate students, as well as the administration and interpretation of standardized instruments. The construction of various types of teacher-made tests and pupil evaluation, as well as the methods of classroom test construction will also be addressed. A 10-hour field component is included.

SED 504 Behavior Management and Classroom Organization (3)

This course focuses on the principles and practices of behavior management in the classroom. The basic concepts of behavior modification, learning theory, and operant conditioning are addressed. Models for managing behavior in the classroom are presented. There is a field component.

SED 515 Human Exceptionalities Across the Lifespan (3)

This course is a survey of human exceptionalities, exploring historical and legal aspects in the field of special education; the nature and needs of individuals with special needs; and the roles of schools, parents and society in supporting individuals with special needs. An overview of the federal and state laws governing the education of students with disabilities is presented. Lifelong issues in living with a disability are explored. A 20-hour field component is included.

SED 520 Teaching Students With Mild/Moderate Needs (3)

This course surveys the areas of mild and moderate disabilities. The course will present an overview of causes, characteristics and theories of children diagnosed as learning disabled, developmentally handicapped (i.e., mild mental retardation) and severe behaviorally handicapped. Emphasis is placed on relevant literature as it relates to differential diagnosis, treatment, management, and educational techniques.

SED 530 Assessment and Diagnosis in Special Education (3)

This course involves the intensified study of educational assessment and diagnosis of school-age students. The course includes the study and use of standardized and nonstandardized assessment instruments to diagnose academic, behavior and other learning problems. It emphasizes the ability to evaluate reading, spelling, arithmetic, written language, and spoken language problems as well as social and motor handicaps. A 10-hour field component is included.

SED 533A Mild/Moderate Practicum: Early Childhood (2)

Prerequisite: Admission to the Education Department.

Corequisite: SED 580.

Students must be at the school site a minimum of two times per week for the duration of the semester and will also be expected to meet with their faculty supervisor regularly throughout the semester.

SED 533B Mild/Moderate Practicum: Secondary (1)

Students will participate in a semester-long practicum in programs and classrooms for students with mild and moderate disabilities. Students will both use and design materials appropriate to teach students with mild and moderate disabilities. Students will teach lessons in individual, small group and full classroom situations. Emphasis is placed on working with a wide variety of student needs. Students must be at the school site a minimum of two times per week for the duration of the semester and will also be expected to meet with their faculty supervisor regularly throughout the semester.

SED 545 Issues in Technology and Transition (3)

The first part of this course covers the use of technology in managing the teaching/learning environment and in enhancing the quality of life for students with special needs. Evaluation and practice with commercial software packages and hands-on experiences with selecting and using adaptive equipment is included in the course. The second part of the course covers principles and techniques used in providing career education and transition services to students with special needs. Issues regarding functional curriculum, school-to-work, linkages with community agencies, and transition options for special needs students are explored. A 10-hour community-based field component is included.

SED 580 Curriculum and Methods for Students with Mild to Moderate Needs (3)

Corequisite: SED 533A.

This course covers the methods, materials and techniques used in the treatment of students with mild and moderate disabilities. Emphasis is placed on both remediation and compensation strategies and techniques for academic, social and behavioral problems. This course presents a variety of techniques for teaching basic academic skills (reading, spelling, mathematics, writing, oral language) and how to modify instructional materials for students with different disabilities. Students participate in a 90-hour practicum in a classroom in conjunction with this course.

SED 630 Teaching in an Inclusive Setting (3)

This course focuses on the skills teachers need to fully integrate students with special needs into general education settings. Models of teacher consultation and collaboration for instructional purposes and methods

to modify teaching techniques, course content, materials, and grading procedures to accommodate students with special needs in inclusive classrooms are covered. A 25-hour field component in an inclusive education setting is included.

SED 660 Applied Behavior Analysis (3)

This course involves the intensified study of behavior management for students with exceptional learning needs. The course also includes the study of applied behavior analysis, record keeping of student performance data, task analysis, writing of behavior programs, and ethical issues in behavior modification. A 10-hour field component is included.

SED 665 Medical Issues and the Learning Process (3)

This course examines the medical aspects of specific health conditions associated with learners with special needs. The integration of health care plans into classroom instruction is covered. Medical emergencies, physical management and training techniques for teaching personal care are covered. Issues with participating on transdisciplinary teams and the roles of community medical personnel are included.

Master of Arts in Religious Studies - with a Concentration in Spiritual and Pastoral Care

John Trokan, D.Min., Chairperson

The graduate program in Spiritual and Pastoral Care is built upon 25 years of expertise in pastoral education at the undergraduate and graduate level. Pastoral care is rooted in “caritas” or the charism of charity. This theological virtue is the core of our institutional mission as founded by the Sisters of Charity and the focal point of compassionate ministry in our world of diversity and complex systems interactions.

Catholic in tradition, Christian in environment and ecumenical in composition, the master’s program in Spiritual and Pastoral Care is designed to enhance and integrate the interpersonal, systems and theological skills of health care professionals, educators and ministers who serve within diverse populations and social contexts.

The Department of Religious and Pastoral Studies at the Mount retains nationally recognized experts from a variety of disciplines who bring their knowledge, skills and perspectives to the Spiritual and Pastoral Care program. Small classes, academic advising and personal attention provide an environment conducive to learning, the development of pastoral competence and a true sense of community.

The goals of the curriculum include:

1. Students will increase their knowledge of self and their spirituality and be able to use that knowledge in providing competent pastoral/spiritual care.
2. Students will be able to examine, assess and respond to a pastoral situation in terms of a systems perspective: individual, family, congregation, and community.
3. Students will be able to think theologically about themselves as pastoral care providers and the nature of pastoral care.
4. Students will demonstrate skills in research, expression, and assessment in a supervised pastoral care context and use those skills effectively in the practice of pastoral/spiritual care. Specifically, students will be able to complete a formal needs assessment in a particular context, conduct a professional literature review for a particular issue under investigation, and identify professional groups that focus on these contexts and issues.

5. Students will deepen their understanding of their religious heritage and the Christian tradition and relate that understanding to critical issues in contemporary pastoral care.
6. Students will demonstrate an understanding of the ethical implications of pastoral activity and be familiar with the code of ethics applicable to their ministry.

Admission Requirements for Master of Arts in Religious Studies

Individuals applying for admission to the graduate program in religious studies must submit the following:

- A completed application form.
- A non-refundable application fee.
- An official undergraduate transcript with a baccalaureate degree noted from a regionally accredited college or university with an overall GPA of 2.7 on a scale of 4.0.
- Three letters of recommendation from professional colleagues.
- A short (5-page) essay explaining the purpose for application and goals in pastoral ministry.
- An interview with the Graduate Admission Committee.

Design and Requirements of the Graduate Program

The Design of the Graduate Program

The Master of Arts in Religious Studies degree with a concentration in spiritual and pastoral care is earned through successful completion of 36 semester hours of graduate credit, and a comprehensive examination. The program is built upon four components:

1. Spiritual and Pastoral Care in Systems (18 credit hours)
2. Theology Core Courses (12 credit hours)
3. Pastoral Praxis Component (3 credit hours)
4. Integrating Project (3 credit hours).

Requirements for Master of Arts Degree with a Concentration in Spiritual and Pastoral Care (36 hours)

Spiritual and Pastoral Care in Systems Core - 18 hours

| | |
|---------|--|
| RPS 500 | Theology of Ministry and Pastoral Care (3) |
| RPS 502 | Family and Community Systems (3) |
| RPS 508 | Theology of Community & Leadership (3) |
| RPS 510 | Socio-Ecological Dimensions of Pastoral Care (3) |
| RPS 527 | Faith, Crisis and Adult Development (3) |
| RPS 560 | Pastoral Care & Counseling (3) |

Theology Core - 12 hours

| | |
|---------|---|
| RPS 501 | Biblical Themes in Spiritual & Pastoral Care (3) |
| RPS 503 | Critical Issues in Systematic Theology: God, Jesus, Church, Sacrament (3) |
| RPS 506 | Spirituality & Wellness (3) |
| RPS 542 | Critical Issues in Ethics (3) |

Pastoral Praxis Component - 3 hours

RPS 512 Pastoral Practicum (3)

or

RPS 590-594 Theology & Anthropology Immersion Course (3)

Integrating Project - 3 hours

RPS 575A Integrating Project (2) - First Semester

RPS 575B Integrating Project (1) - Second Semester

Parish Nursing/Health Ministries Certificate Program*Note: Program only available to students entering the College prior to Summer 2005*

This interdisciplinary certificate program builds on the Mount's tradition of meeting community educational needs with an emphasis on Christian values. Offered jointly by the departments of Nursing and Religious and Pastoral Studies, the Parish Nursing/Health Ministries program curriculum is designed to provide the knowledge and experiences needed to promote health and healing within a faith community. The program fulfills the educational needs identified by practicing parish nurses, health ministers and church leaders and also meets the standards of parish nursing established by the American Nurses Association.

On completion of this program, students will receive a certificate in parish nursing/health ministries from the College of Mount St. Joseph. This certificate indicates that a collection of designated courses have been completed to provide a specialization within one's field. Students are not required to have a bachelor's degree to complete the certificate program, however the certificate courses can be incorporated into a BSN degree or a master's degree in religious studies.

Requirements for the Parish Nursing/Health Ministries Certificate (21 hours)*Requirements for students entering program prior to Summer 2005*

RPS 502 Family and Community Systems (3)

RPS 506 Spirituality and Wellness (3)

RPS 531 Parish Nursing/Health Ministries I: Introduction to Practice (2)

RPS 532 Parish Nursing/Health Ministries I Practicum (1)

RPS 533 Parish Nursing/Health Ministries II: Strategies for Practice (2)

RPS 534 Parish Nursing/Health Ministries II Practicum (1)

RPS 527 Faith, Crisis and Adult Development (3)

or

REL 544 The Theology of Healing (3)

RPS 560 Pastoral Care and Counseling (3)

RPS 542 Critical Issues in Ethics (3)

or

REL 563 Life Through Death (3)

Course Descriptions**Religious Pastoral Studies****RPS 500 Theology of Ministry and Pastoral Care (3)**

This course will introduce the theological themes embedded in pastoral care and ministry. Beginning with an overview of the historical development of the theology of pastoral care, students will focus on the theological aspects of care in the Christian tradition. Discipleship of the caregiver is the "theological stage" for this study, which is informed primarily by one's spirituality. The ministry and pastoral care skills of theological

reflection and theological research are practiced in the course.

RPS 501 Biblical Themes in Spiritual and Pastoral Care (3)

This course will enable students to explore exegetical methodology and composition of the New Testament. Special focus will be placed upon critical themes in biblical theology and their application to pastoral ministry. Of central concern will be the themes of Discipleship and Christology of each of the Gospel evangelists.

RPS 502 Family and Community Systems (3)

This course offers an exploration of social and cultural systems, and the place of families, churches and neighborhoods/communities as social and cultural systems.

RPS 503 Critical Issues in Systematic Theology: God, Jesus, Church, Sacrament (3)

Much of the challenge of pastoral care is in understanding the varied assumptions or imagery that steer peoples' interpretations of basic mysteries or doctrines of Christian tradition. This course is intended to expose the historical precedent for different theological models or frameworks that Christians — past and present — have used to describe the mysteries of our common faith. It will focus on the core theological themes of God, Jesus, Church, and Sacrament.

RPS 506 Spirituality and Wellness (3)

Judeo-Christian spirituality is an “incarnational spirituality” at its core. Jesus Christ, the Son of God, is born as a human being to show us that the Kingdom of God is among us in the here and now. In this spirituality, God enters the “natural world” to show us how to live as whole, healthy humans, through the exercising of our freedom of choice, our “Free Will,” in accord with the Divine Will. This course will explore the connection between a deeply incarnational spirituality and “wellness,” a state of wholeness mediated through the “divine challenge” of free will exercised “on earth as it is (archetypically) in heaven.”

RPS 508 Theology of Community and Leadership (3)

This course will deal with the theological, personal, interpersonal, organizational, and spiritual skills necessary to be an effective leader and change agent minister in pastoral care today. Students will explore contemporary theologies of church and examine organizational systems, theory and intervention strategies. Students will explore leadership theory and praxis of forming vibrant communities of faith and wellness.

RPS 510 Socio-Ecological Dimensions of Pastoral Care (3)

This course examines the connection between pastoral care, human ecology, religion, and theology. This course will include an overview of contemporary pastoral care methodologies which attempt to embrace the whole person and their environment. Using a systems approach, we will examine pastoral care and spirituality through the lens of human ecology, the study of the interdependence of humans with all of nature. This course will consider pastoral care interventions that promote relationship building, environmental ethics and resources of the Christian tradition.

RPS 512 Pastoral Practicum (3)

The purpose of the Pastoral Practicum course is to enable students to develop theological understanding, professional skills, ministerial and pastoral competence, and personal integration through practice in actual ministry and while reflecting upon that ministry and a deepening spirituality of the pastoral caregiver.

RPS 527 Faith, Crisis and Adult Development (3)

This course will look at the experience of crisis as an important time in the development of self, faith and personal spirituality. Students will examine each of these terms in detail — faith, crisis, self, spirit — drawing on both psychological and theological resources. A distinction will be made between crises which occur as a normal and predictable part of the human life cycle (midlife, loss, etc.), and extraordinary crisis experience (serious illness, divorce, etc.). The potential impact of crisis on individual faith/spiritual development and “sense of self” — and the way that faith and self may shape the response to crisis — will be explored through reading, writing, video presentations, and class discussions. Emphasis will be placed on understanding this information in such a way that it can be utilized in the practice of ministry.

RPS 531 Parish Nursing/Health Ministries I: Introduction to Practice (2)*Corequisite:* RPS 533.

This course presents an overview of parish nursing/health ministries practice with an emphasis on defining holistic health within a faith community. Students will learn how to collaborate with others to plan and implement a health promotion program.

RPS 532 Parish Nursing/Health Ministries I Practicum (1)*Prerequisite:* RPS 531.*Corequisite:* RPS 534.

In this course, the student will spend approximately 45 hours working on clinical projects related to the course Parish Nursing/Health Ministry I: Introduction to Practice. The course will focus on the promotion of health and healing within the context of the values, beliefs and practices of a faith community and the community it serves. Preceptors for this clinical experience may include parish nurses, pastors, chaplains, and lay ministers.

RPS 533 Parish Nursing/Health Ministries II: Strategies for Practice (2)*Corequisite:* RPS 531.

In this course, students will use a systematic process to collaborate with others to promote health and healing for individuals and families within a faith community. The development of health programs, support groups and strategies to empower parishioners will be explored.

RPS 534 Parish Nursing/Health Ministries II Practicum (1)*Prerequisites:* RPS 531, RPS 533.*Corequisite:* RPS 532.

In this course, the student will spend approximately 45 hours working on clinical projects related to the course Parish Nursing/Health Ministries II: Strategies for Practice. The course will focus on the development of programs to promote health and healing within the context of the values, beliefs and practices of a faith community and the community it serves. Students will work with parish nurses, pastors, chaplains, and lay ministers.

RPS 542 Critical Issues in Ethics (3)

This course will focus on the theme of a “consistent ethic of life.” In this country that expression is most associated with the late Joseph Cardinal Bernardin, but it represents a larger movement which includes diverse religious constituencies (the U.S. Bishops 7, Pope John Paul II, the Seamless Garment Network, Feminists for Life, Sojourners, Parents for Peace and Justice Network, etc.). This movement aims to press the full significance of the beliefs that humans are both inherently sacred and inherently social. The result is linking of concern for a whole spectrum of threats to human life and well-being: issues of poverty, inadequate health care and education, abortion, violence, defense spending, capital punishment, euthanasia, consumerism, and more. Students will examine theological foundations of this movement by reading the works of both sympathizers and critical observers while maintaining an eye toward practical or pastoral implications of this approach.

RPS 560 Pastoral Care and Counseling (3)

This course helps students develop the skills that will allow them to minister to individuals, couples or family systems in distress. Students will learn how to develop a “helping relationship” that will support efforts at care and counseling, and to use basic helping skills informed by an understanding of personal, marital and family dynamics. The fundamental components of the helping relationship will be defined as active listening, engagement, empathy, and challenging. Students will deepen their ability to practice and apply these skills in a manner that promotes healing and growth within the persons and the systems in which those persons are involved. Students taking this course should not expect to emerge from it as individual, marital or family therapists. Rather, they will develop skills that will help them engage others in a manner that promotes spiritual and emotional growth and change, and that facilitates and supports people getting whatever further help may be needed. Students in this course will reflect on the “pastoral” nature of what they are doing as helpers by realizing that the perspectives they bring to the counseling relationship are not derived only from particular psychological points of view, but also from their sense of themselves as pastoral persons engaged

in acts of ministry, and therefore, from their theology and spirituality.

RPS 575 Integrating Project (2,1)

RPS 575A offered in fall (2 credits); RPS 575B offered in spring (1 credit).

The integrating project is the final phase of work in the master's program. Students doing the integrating project are expected to demonstrate a capacity for the research, design, implementation, and evaluation of a project in ministry based on the assimilation, integration and application of learning accomplished in the total master's program. This component is designed to be a synthesizing experience, which blends theory with practice and academic studies with work experience. Students will develop and implement the project in consultation with other students and under the supervision of program faculty. This is a two-semester course. Students doing the integrating project should enroll in RPS 575 in Semester I (2 credits) and RPS 575B in Semester II (1 credit).

RPS 590 Appalachian Culture and Spirituality (3)

This course is an immersion experience in the Appalachian culture and religion, where students will examine how culture and religion affect Appalachian lifestyle, behavior and family, social, ecological and political systems. Students will experience the richness of mountain life through Appalachian educators, artisans and leaders.

RPS 591 Cherokee Culture and Spirituality (3)

This course is an immersion experience about what has gone well for the Native American as people of faith, people of hope and people of determination. The Cherokee have dealt with the developing tourism industry that surrounds them in the Smokey Mountains, while stewarding the resources of the area with grace and wisdom. The Cherokee natives share the value of relationship, spiritual and artistic heritage and living with the consequences of the Trial of Tears.

RPS 592 Honduran Culture and Spirituality (3)

This course will provide students an immersion experience to study, dialogue and work side-by-side with Central Americans on the theological cultural, economic, ecological, political and social challenges and solutions that directly affect all our lives in the Americas.

RPS 593 Lakota Culture and Spirituality (3)

This course will be an immersion experience at Red Cloud Mission on the Pine Ridge Reservation in South Dakota. The focus will be on understanding Lakota Sioux history, culture and religion. Students will learn from the Lakota Sioux Plains Indians about their culture and spirituality and examine how the dynamic interplay of these two can affect personal religious development, lifestyle and behavior as well as family, social, ecological, and political systems.

RPS 594 US/Mexican Border Experience (3)

This course is an exploration of the U.S./Mexico Border at the Tierra Madre Charity Mission in New Mexico. Students will be asked to do analysis of the social systems, culture, history, and racism as they are encountered throughout the border. Students will learn how to use the Praxis Circle for social change as a tool to examine what they encounter during this immersion experience.

Religious Studies

REL 544 The Theology of Healing (3)

This course will explore the spiritual dimensions of the experience of health and healing. Students will examine the interaction of physical, emotional and spiritual factors as they seek to deepen their understanding of the processes involved in health and healing. Students will also be assisted in developing a way of thinking about these issues that is integrated, interdisciplinary, holistic, and useful. Special attention will be given to understanding the nature of spirituality, and the manner in which religious and spiritual resources have played (historically and cross-culturally) and continue to play a role in the healing process.

REL 563 Life Through Death (3)

Students in the graduate program in Spiritual and Pastoral Care are engaged in a three-fold process of increasing their self-understanding, deepening their capacity to minister to families throughout the life-cycle, and developing a theological perspective that is integrated with both personal and professional functioning. The human encounter with death and dying poses a significant challenge to persons as spiritual, psychological and social beings. By focusing in an in-depth manner on this issue, all three processes mentioned above are facilitated, and students are helped to develop increased competency to respond in a meaningful-humane and theologically-informed manner to these challenges.

Master of Nursing

Darla Vale, DNSc, RN, CCRN, Chairperson
Susan Johnson, Ph.D., RN, Program Director

The Master of Nursing (MN) is a graduate entry-level degree into the profession of nursing for individuals who already hold a non-nursing baccalaureate degree. The program is designed to prepare the student at a higher level than a traditional BSN program, by offering courses that emphasize research, evidence-based practice, clinical reasoning, and theoretical perspectives in nursing. Students complete the program in 15 months, beginning in May of one year, and graduating in August of the following year. Sixteen credit hours are taken in each of the four semesters, which include classroom and clinical learning activities.

Upon completion of the program, students apply and take the National Council for Licensure Examination (NCLEX) to become licensed to practice as a registered nurse.

Admission: To be admitted to the MN program, students must complete a graduate application, submit a one-page typewritten statement of their goals, interview with the program director or department chairperson, and meet the criteria below:

1. A non-nursing baccalaureate degree from a regionally accredited college or university.
2. A cumulative GPA of 3.0/4.0 or higher, computed on the undergraduate degree courses and additional prerequisite courses taken beyond the undergraduate degree - or an acceptable score on the GRE.
3. Completion of the following prerequisite courses with a "C" or higher prior to the first MN class:
 - Chemistry (inorganic/organic/or biochemistry) with lab
 - One year of Anatomy and Physiology with lab
 - Microbiology with lab
 - Introduction to Psychology
 - Introduction to Sociology
 - Introduction to Statistics
 - Lifespan Development
 - Nutrition.

Proficiency tests are available for many of the prerequisite courses.

MN Academic Standards

Students in the MN program:

- need to earn a “B” or higher in any course that is closely tied to licensure. These are called Category I courses and include the following: 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, and 517.
- need to earn a “C” or higher in Category II courses: BIO 501, MOL 600, NUR 510, NUR 515, NUR 530, NUR 620, and NUR 630.
- will receive an early warning at midterm if he/she is not passing a Category I course with a “B” or higher, or a Category II course with a “C” or higher. The student will receive this warning via college e-mail.

Students are placed on academic probation if either of the following conditions occur:

- the student earns a “C” or lower in a Category I course
- the student’s cumulative GPA falls below 3.0/4.0.

Students may be on probation for one semester; if the student earns a “C” in a Category I course in a subsequent semester or the cumulative GPA remains below a 3.0, the student will be dismissed from the program. A student who fails a Category I or II course will be dismissed from the program.

Readmittance to the MN program is not guaranteed if dismissed due to academic issues. Students must go through the application procedure again and will be considered with the new pool of applicants. If a student has completed both sessions of the first summer semester successfully, and leaves the program in a subsequent semester for non-academic reasons (e.g. health problem, family emergency, etc.), every effort will be made to allow the student to return the following year; however no guarantee can be made. Admittance will depend on the availability of a clinical placement.

Requirements for the Master of Nursing

(64 credit hours)

| | |
|--------------|--|
| +BIO 501 | Pathophysiology (4) |
| MOL 600 | Exploring Leadership (3) |
| NUR 500/500A | Health Assessment/Health Assessment Lab (3) |
| NUR 501/501A | Evidence-based Primary Health Care Nursing with Chronically Ill Clients/Clinical (3) |
| NUR 502/502A | Evidence-based Primary Health Care Nursing with Acutely Ill Clients/Clinical (5) |
| NUR 503 | Evidence-based Population Focused Primary Health Care Nursing (2) |
| NUR 504 | Evidence-based Primary Health Care Nursing with Women & Infants (3) |
| NUR 505 | Evidence-based Primary Health Care Nursing with Children & Families (3) |
| NUR 506 | Evidence-based Primary Health Care Nursing with the Mentally Ill (3) |
| NUR 507 | Primary Health Care Clinical (4) |
| NUR 508/508A | Evidence-based Primary Health Care Nursing with Critically Ill Clients/Clinical (6) |
| NUR 509 | Primary Health Care Preceptorship (6) |
| NUR 510 | Primary Health Care Graduate Seminar (1) |
| NUR 515 | Professional Roles & Issues (3) |
| NUR 517/517A | Pharmacology and Medication Administration/Lab (3) |
| NUR 530 | Research I (3) |
| NUR 620 | Nursing Science & Theory (3) |
| NUR 630 | Research II (3) |
| NUR 640 | Health Care Policy (3) |

+ Course pending approval by College Graduate Committee.

Course Descriptions

+**BIO 501 Pathophysiology (4)**

Prerequisites: One year of college anatomy and physiology with lab.

This course discusses alterations in biological processes, with an emphasis on genetic and cellular changes which affect the body's dynamic equilibrium (homeostasis). A conceptual approach is utilized to integrate knowledge from both the basic and clinical sciences. Discussion of causes, pathogenesis, and compensatory mechanisms for disease states will be associated with clinical examples.

+ Course pending approval by College Graduate Committee.

MOL 600 Exploring Leadership (3)

Prerequisite: MN Student.

An exploration of the meaning of leadership across time, culture and contexts. This course will examine classic writings on leadership, the most recent leadership theories and research, and popular contemporary management books on leadership. Special attention will be given to theories that emphasize the role of values and ethics in leadership. Students also begin assessing their own leadership skills.

NUR 500/500A Health Assessment/Lab (3)

Prerequisites: One year of college Anatomy and Physiology with lab.

This course presents the art and science of assessing the health of clients across the lifespan. The content addresses the purpose and method of obtaining a comprehensive, holistic client database using a nursing assessment model. Strategies for drawing inferences about the health status of clients using epidemiological, social and environmental data is discussed. The use of effective communication techniques to obtain assessment data is addressed. Deviations in health patterns are identified by comparing assessment data to norms, standards, and theories. Assessment findings are documented in a manner appropriate for an interdisciplinary health care community.

NUR 501/501A Evidence-based Primary Health Care Nursing with Chronically Ill Clients/Clinical (3)

Prerequisite: MN Student.

This course introduces the student to clinical reasoning and the nursing process as a systematic method for determining the health care concerns of clients within the framework of primary health care. Content fundamental to primary prevention, secondary prevention, and implementation of therapeutic interventions related to common/chronic health care concerns is presented. Teaching principles are introduced and incorporated into the nursing process as a means of promoting health among clients of varying developmental stages and ethno-cultural backgrounds. Nursing care that facilitates the client's activities of daily living and that is consistent with the client's ethno-cultural values and beliefs is implemented. Application of the concepts and content fundamental to the practice of nursing is addressed in an on-campus skills laboratory and in clinical settings in the community.

NUR 502/502A Evidence-based Primary Health Care Nursing with Acutely Ill Clients/Clinical (5)

Prerequisites: NUR 501/501A and NUR 517/517A.

This course is a continuation of NUR 501 and explores the needs of individuals and families experiencing acute and chronic health conditions using the primary health care model. The focus of the course is illness intervention and health management with individuals experiencing medical/surgical problems, while considering current research findings and standards of care. Emphasis is placed on developing diagnostic reasoning, process skills, and reflective judgment. Students use critical thinking and communication skills to implement therapeutic nursing interventions in clients with acute/chronic medical and surgical conditions. A clinical rotation in acute care settings provides practical application of the course's content.

NUR 503 Evidence-based Population Focused Primary Health Care Nursing (2)

Prerequisite: NUR 501/NUR 501A.

This course emphasizes promoting population-focused primary health care. Concepts from nursing and

health, liberal arts and sciences, and the sociopolitical, cultural and economic dimensions of the community as a whole are synthesized in examining the idea of healthy communities. Emphasis is on community-identified capacities, the needs and diversity of individuals and communities, social issues, and lifestyle choices. Students partner with a community to analyze community assets and health problems to plan a large-scale community project.

NUR 504 Evidence-based Primary Health Care Nursing with Women & Infants (3)

Prerequisite: NUR 502/502A.

This course explores the needs and health concerns of women across the lifespan and the unique needs of newborns in the first 28 days of life. Theoretical elements required to manage the health care of women and infants are discussed. Clinical reasoning and the nursing process are used within the primary health care framework to plan care for women which fosters health promotion, maintenance, and restoration, as they move through the preconceptual, prenatal, intrapartum, postpartum, and perimenopausal periods of their lives. Assessment and care of the newborn is explored within a family-centered care context. High-risk maternity disorders are discussed and the role of the nurse as part of the interdisciplinary team is emphasized. Current nursing and related scientific research is discussed in relation to current practice. Community concepts include non-acute care birth settings, postpartum/newborn care at home, and epidemiological concepts related to women and childbearing.

NUR 505 Evidence-based Primary Health Care Nursing with Children & Families (3)

Prerequisite: NUR 502/502A.

This course explores the needs of pediatric clients and their families. Theoretical elements required to manage the pediatric client experiencing a variety of health alterations are discussed. Clinical reasoning and the nursing process are used within the primary health care framework to plan developmentally appropriate care which fosters health promotion, maintenance and restoration. High-risk pediatric and neonatal issues are discussed; the role of the nurse as part of the interdisciplinary team is emphasized. Current nursing and related scientific research in pediatrics is discussed in relation to current practice. Professional issues related to the professional pediatric nurse are explored. Community concepts including home visit process, referrals, resources, school-based nursing and public health concerns related to the pediatric client and family are discussed.

NUR 506 Evidence-based Primary Health Care Nursing with the Mentally Ill (3)

Prerequisite: NUR 502/502A.

This course explores the needs of mental health clients and their families. Theoretical elements required to manage the mental health client experiencing a variety of health alterations are discussed. Clinical reasoning and the nursing process are used within the primary health care framework to plan developmentally appropriate care which fosters health promotion, maintenance and restoration. The role of the nurse as part of the interdisciplinary team is emphasized. Current nursing and related scientific research in mental health is discussed in relation to current practice. Professional issues related to the professional mental health nurse are explored. Community concepts including home visit process, referrals, resources, and public health concerns related to the mental health client and family are discussed.

NUR 507 Primary Health Care Clinical (4)

Prerequisite: NUR 502/502A.

This course involves a clinical practicum, primarily in one of three areas that reflects the student's choice: mental health nursing, pediatric nursing, or women's health/maternity nursing. In addition to an acute care experience in one of these areas, students will also have a community experience. The focus of the course is on using clinical reasoning and the nursing process within the primary health care framework to provide nursing care to clients in a variety of inpatient and outpatient clinical settings. Using communication and critical thinking skills, the student works in partnership with others to provide holistic health care to identified clients from culturally and socio-economically diverse settings.

**NUR 508/508A Evidence-based Primary Health Care Nursing with Critically Ill Clients/
Clinical (6)**

Prerequisite: NUR 507/507A.

This course focuses on using clinical reasoning and the nursing process to care for clients experiencing conditions that are life-threatening and/or involve multiple body systems. Complex medical-surgical conditions in adults are discussed in terms of pathophysiology, etiology, diagnosis, and treatments that are based on current research. Content focuses on acute and rehabilitation phases of these conditions and use of advanced technology and resources in the hospital, home and community settings. The role of the nurse in the care of clients with these conditions is emphasized within the context of the liberal arts and sciences, nursing theories, research, and advanced technology within a primary health care environment. Competencies in communication with diverse populations, leadership and management, delegation, coordination and evaluation of client care, critical thinking, and interdisciplinary collaboration are enhanced. A clinical rotation in an intensive care unit will provide practical application of this high-risk content.

NUR 509 Primary Health Care Preceptorship (6)

Prerequisite: NUR 508/508A.

In this final clinical course, students will work one-on-one under the guidance of a professional nurse in an acute care facility in an area of their choice. Clinical reasoning, increased initiative and independence in caring for clients, and the ability to synthesize bodies of data to provide evidence-based care are emphasized. Students demonstrate that they met the course outcomes by completing an integrative project that combines clinical reasoning and professional competence.

NUR 510 Primary Health Care Graduate Seminar (1)

Prerequisites: NUR 507 and NUR 508/508A.

This seminar is designed to be a synthesizing experience which blends theory with clinical practice from the student's preceptorship. Personal development, socialization into the professional role and career goals will be examined. Preparation for the licensing exam (NCLEX) will be reinforced for entry into practice.

NUR 515 Professional Roles & Issues (3)

Prerequisite: MN Student.

This course introduces the student to the foundations of the art and science of nursing. The evolution of nursing and current trends/issues are explored as the basis for the practice of professional nursing in today's health care arena. Concepts unique to professional nursing and fundamental principles of primary health care are emphasized. The role of the nurse as a professional partnering with culturally and socio-economically diverse client systems and interdisciplinary colleagues, while exercising ethical, legal, and regulatory standards of practice is discussed. Roles, personal qualities, and professional behaviors of the graduate nurse are explored.

NUR 517/517A Pharmacology and Medication Administration/ Lab (3)

Prerequisite: MN Student.

This course examines mechanisms of drug action, indications and contraindications of drug therapy; nursing interventions related to dosage; and therapeutic effects as well as toxic and expected side effects of various medications. Effects of drug therapy on health promotion, health maintenance, and restoration will be explored. Current nursing and related scientific research in medication administration will be discussed in relation to current practice. Emphasis will focus on the care of clients receiving medication across the lifespan and in culturally and socioeconomically diverse settings. Techniques involved in the calculation of drug dosages, regulation and maintenance of controlled substances, I.V. therapy and administration of medications in parenteral and non-parenteral forms are presented and practiced. Professional issues related to the role of the professional nurse in medication administration are explored.

NUR 530 Research I (3)

Prerequisites: MN Student and Introduction to Statistics.

Research I focuses on the interaction of the components of the research process with application to the theory and practice of nursing. Students explore the foundational concepts and processes of meaningful, rigorous research within the context of clinical phenomena. Students have the opportunity to apply and practice these processes throughout the course. The role of the nurse researcher in promoting evidence-based practice and making the connection between theory, research and practice is emphasized.

NUR 620 Nursing Science & Theory (3)

Prerequisite: NUR 515.

This course is designed to help students explore the development of nursing knowledge, theory and their relationship to nursing practice and research. A historical overview of concept and theory development in nursing and related disciplines is explored, as well a process to critique, evaluate and utilize nursing theories. Students will examine relationships between the components of theory and the role that theory plays in research and practice. Projections for the future of theory in nursing are discussed.

NUR 630 Research II (3)

Prerequisite: NUR 530.

This course builds on research content learned in the NUR 530 course and emphasizes the critical appraisal and utilization of research including selected nursing theories and ethical considerations. Nursing research studies will be critically evaluated for clinical relevance. The application of statistical analysis, data management and reporting of research are stressed. Students will identify a research problem and prepare a written proposal integrating concepts and principles of research. Students will also critique selected literature and prepare a written analytical review of the relevant research.

NUR 640 Health Care Policy (3)

Prerequisite: MN Student.

The purpose of this course is for the student to gain a historical, political, economic, social, and financial perspective of the health care system in the United States. Delivery of health care, health care policies, financing of health care, and health care reform will be discussed with an emphasis on the leadership role nurses can take in affecting the health care system. Areas of exploration include: cost containment, managed care, social justice issues, legislative and regulatory controls, globalization, and ethical/legal issues.

Master of Physical Therapy

Darla Vale, DNSc, RN, CCRN, Chairperson

Mary Romanello, Ph.D., PT/ATC, Program Director

The Master of Physical Therapy degree (MPT) and Doctor of Physical Therapy degree (DPT) are comprehensive degree programs designed to prepare a clinician who can think critically and solve problems; apply scientifically validated therapeutic skills and techniques effectively; respect the uniqueness, dignity and diversity of the individual; and understand the responsibilities of the health care provider in the professional and community life of the next century.

The professional course work of the MPT program encompasses two and one-half years including three summers. The professional course work of the DPT program encompasses three years including three summers. The full-time clinical internships are completed off-campus and may involve travel and/or relocation. Upon successful completion of the program, a graduate must apply for and successfully pass the licensure examination for physical therapists conducted by the Federation of State Boards of Physical Therapy and apply for licensure to the physical therapy licensure board in the state where they plan to work.

The MPT program will graduate its last class in 2007. The DPT program will begin its first class in the summer of 2006. In 2005, the College received approval from the Ohio Board of Regents and the Higher Learning Commission to offer the Doctor of Physical Therapy (DPT) degree. The American Physical Therapy Association (APTA) supports this trend in physical therapy education in order to recognize the level of professional performance standards in the field of physical therapy. The College of Mount St. Joseph is the first private college in the state of Ohio to receive approval to offer the DPT.

As a result of the change to a DPT degree, freshmen need to enroll in a major of their choice for their undergraduate education and during their course of study take the prerequisite courses that are required for admission to the Doctor of Physical Therapy program. Students who attend the College for their

undergraduate education and meet all admission requirements will have direct admission into the professional physical therapy program after either three or four years of undergraduate education.

Admission:

1. Applicants must hold or earn a baccalaureate degree from an accredited institution before matriculating to the DPT. Degrees must be validated with official transcripts. Mount students may be eligible after three years of study (3+3 option) if they have followed a planned course of study in a declared undergraduate major with a cumulative 3.4 GPA and completed all prerequisite courses.
2. Applicants must have a minimum GPA of 3.0 on a 4.0 scale. Mount undergraduates choosing the 3+3 option must have a cumulative 3.4 GPA.
3. Applicants must complete the following prerequisite coursework and document with official transcripts and catalog course descriptions. Applicants may complete their prerequisites following application. In this case, the applicant should indicate the expected date of completion on the Prerequisite Checklist Form.
 - Sciences - 1 year each (2 semester; 3 quarters) of the following with laboratory
 - Human Anatomy and Physiology
 - Physics
 - Chemistry
 - Humanities and Social Sciences - At least 6 courses which must include:
 - Psychology
 - Sociology
 - Ethics
 - Statistics
 - 1 course

No grade below a C will be accepted in any prerequisite course

Observation Hours in Physical Therapy

- Completion of a total of 80 hours of documented paid or volunteer experience from at least two distinctly different physical therapy settings is required. A minimum of 40 hours must be completed in an inpatient setting and a minimum of 40 hours must be completed in an outpatient setting. See the form DPT Observation Log for more information. Applicants are expected to locate and contact hospitals, clinics and/or facilities where physical therapy is practiced.

Standardized Examinations

- Graduate Record Examination (GRE)
 - Scores within the last seven years will be accepted
 - Note: This requirement will be waived for students graduating from the Mount
- Test of English as a Foreign Language (TOEFEL) for individuals whose native language is not English

- Scores within the last two years will be accepted

Application Deadline

- Application deadline is September 1 for entry the following summer.

MPT Academic Standards

Students in the graduate phase of the professional program must maintain a cumulative GPA of 3.0 as previously stated in this catalog, and a grade of at least a “C” in all professional courses. Students falling below an overall GPA of 3.0 in professional courses will be given one semester to raise their GPA. If the student fails to increase his/her overall GPA to a 3.0, but has demonstrated continued improvement, he/she may petition the faculty to continue enrollment and remediate or repeat specific courses based on the faculty and program director’s discretion. Participation in final clinical internships will be at the discretion of the faculty and the program director.

Requirements for a Master of Physical Therapy Degree

Professional Phase Courses – 40-41 hours

| | |
|--------------|--|
| BIO 301 | Pathophysiology (4) |
| BIO 326/326A | Human Gross Anatomy w/Lab (8) |
| BIO 328/328A | Human Neuroanatomy w/Lab (4) |
| PT 300 | Professional Socialization (2) |
| or | |
| PT 301 | Professional Socialization (3) with Undergrad Core Curriculum Capstone |
| PT/BIO 312 | Advanced Topics in Human Anatomy (2) |
| PT 410/410A | Applied Human Physiology w/Lab (4) |
| PT 415/415A | Biomechanics & Kinesiology w/Lab (4) |
| PT 420/420A | Basic Examination & Evaluation w/Lab (3) |
| PT 430/430A | Therapeutic Procedures I w/Lab (3) |
| PT 440/440A | Therapeutic Exercise I w/Lab (4) |
| PT 460 | Foundations of Critical Inquiry in Physical Therapy (2) |

500 level courses (for Graduate Credit only) – 70-71 hours

| | |
|-------------|---|
| PT 501 | Clinical Medicine and Surgery I (1) |
| PT 502 | Clinical Medicine and Surgery II (1) |
| PT 503 | Clinical Medicine and Surgery III (2) |
| PT 512/512A | Therapeutic Procedures II w/Lab (3) |
| PT 515/515A | Evaluation & Treatment w/Lab (3) |
| PT 525/525A | Applied Orthopedics I-Extremities w/Lab (7) |
| PT 526/526A | Applied Orthopedics II-Spine w/Lab (4) |
| PT 530/530A | Applied Neuroscience w/Lab (4) |
| PT 531/531A | Neuro Rehabilitation w/Lab (4) |
| PT 545/545A | Lifespan Conditions & Treatment I w/Lab (4) |
| PT 546/546A | Lifespan Conditions & Treatment II w/Lab (4) |
| PT 550 | Pharmacology (2) |
| PT 551 | Issues in Physical Therapy I (1) |
| PT 552 | Issues in Physical Therapy II (1) |
| PT 553 | Issues in Physical Therapy III (1) |
| PT 555* | Seminars in Physical Therapy (Elective) (1-2) |
| PT 565 | Research Practicum I (2) |
| PT 566* | Research Practicum II (Elective) (2) |
| PT 570 | Administration Theory & Practice in PT (3) |
| PT 585 | Clinical Internship I (5) |
| PT 586 | Clinical Internship II (5) |
| PT 595 | Clinical Internship III (5) |
| PT 596 | Clinical Internship IV (5) |
| PT 599 | Capstone Seminar (2) |

*Students are required to take at least one professional elective course.

Course Descriptions

BIO 301 Pathophysiology (4)

Prerequisites: BIO 201-202 or equivalent.

This course includes lecture and discussion of alterations in biological processes which affect the body's dynamic equilibrium (homeostasis). Also included is a conceptual approach presented by body systems, designed to integrate knowledge from both basic and clinical sciences. Discussion of causes, pathogenesis and compensatory mechanisms for disease states is also part of this course. For undergraduate credit only.

BIO 326/326A Human Gross Anatomy (8)

Prerequisites: BIO 201-202 and departmental permission.

This is a complete survey of the anatomy of the human body using lecture and human cadaver dissection. The course is primarily designed for the physical therapy major, and therefore, places emphasis on the skeletal, muscular, and peripheral vascular and nervous systems. For undergraduate credit only.

BIO 328/326A Human Neuroanatomy (4)

Prerequisites: BIO 201-202 and departmental permission.

This course focuses on the morphology and functions of the human nervous system using lecture and human brain dissection. Emphasis is placed on the normal function and structure of the nervous system and clinical effects of damage to this system. For undergraduate credit only.

PT 301 Professional Socialization (3)

Prerequisite: Matriculation to professional phase of the MPT program.

This course challenges the student to apply knowledge of the ethical foundations of the profession of physical therapy. The role, scope and utilization of the physical therapist in today's health care system are investigated. The principles of communication are related to the effective delivery of health care in a diverse society

emphasizing relationships with patients, families and other health care professionals. Learning theories and learning styles are applied to patient case scenarios for improving effective communication. This course expands the student's concept of cultural diversity and self-awareness for sensitizing the student for personal and professional enrichment. This course culminates with the development and presentation of the Capstone project. For undergraduate credit only.

PT/BIO 312 Advanced Topics in Human Anatomy (2)

Prerequisite: BIO 201 or equivalent and departmental permission.

This course is an in-depth exploration of the human musculoskeletal and peripheral nervous systems. Both gross and surface anatomical features will be covered, including development of palpation skills to locate bony landmarks, muscles, tendons, joints, and ligaments on the living human body. For undergraduate credit only.

PT 410 & PT 410A Applied Human Physiology w/ Lab (4)

Prerequisite: Matriculation into the professional phase of the MPT program.

This course addresses the application of the principles of exercise physiology to work and rehabilitation environments. Acute and adaptive responses to exercise are examined from the molecular to the systems level. The major emphasis is on the neuromuscular, cardiovascular, pulmonary, and endocrine systems. This course also includes assessment techniques and training principles. For undergraduate credit only.

PT 415/415A Biomechanics and Kinesiology w/Lab (4)

Prerequisites: BIO 326/326A.

This course includes a study of the principles of musculoskeletal biomechanics and kinesiology including mechanical behavior and properties of bone, tendon, ligament, joint, cartilage, skeletal muscle, and peripheral nerve as applied to the human body. Analysis of forces and muscle functions involved in human movement are modeled as a foundation for evaluation and therapeutic intervention. The components of normal posture and gait are included. For undergraduate credit only.

PT 420/420A Basic Examination & Evaluation w/Lab (3)

Prerequisites: BIO 326/326A.

Principles and application of basic musculoskeletal examination techniques that are applicable to a variety of patient populations are addressed in this course. Emphasis is placed on clinical decision making by integrating basic sciences of anatomy, physiology, kinesiology, and pathology with analysis and synthesis of subjective and objective patient data. The student then learns to screen and evaluate common neck and low back musculoskeletal dysfunction. For undergraduate credit only.

PT 430/430A Therapeutic Procedures I w/Lab (3)

Prerequisites: BIO 301 and BIO 326/326A.

Principles and application of basic patient care skills essential to safe and effective treatment, including positioning, bed mobility, transfer, gait training, wheel chair measurement and wheel chair training are covered. This course also includes theory, demonstration and practice in the scientific application of basic massage techniques, introduction to documentation based on the disablement model and Guide to Physical Therapist Practice (American Physical Therapy Association publication), and effective communication skills. For undergraduate credit only.

PT 440/440A Therapeutic Exercise w/Lab (4)

Prerequisites: BIO 326/326A.

Corequisites: PT 415 and PT 420/420A.

Basic theory, treatment planning and implementation of exercise programs directed towards the functional restoration of the musculoskeletal system are discussed. The student learns basic therapeutic exercise as well as stretching and manual therapy techniques and their safe application using biomechanical and physiological concepts as they relate to the stages of connective tissue, bone and joint tissue healing following injury or surgery. The student then learns a regional approach to musculo-skeletal treatment beginning with planning and therapeutic exercise intervention of common neck and trunk musculoskeletal impairments. For undergraduate credit only.

PT 460 Foundations of Clinical Inquiry in Physical Therapy (2)

This course is the first in a series of courses designed to foster the utilization of and production of research literature into the practice of physical therapy. This course introduces the student to evidence-based physical therapy practice and concepts of clinical research methodology and measurement. The students then utilize this knowledge to efficiently and accurately appraise literature relevant to the practice of physical therapy. For undergraduate credit only.

PT 501 Clinical Medicine & Surgery I (1)

Prerequisite: B.S. degree in Rehabilitation Sciences or equivalent.

This course is the first of a three-semester sequence covering medical and surgical conditions commonly treated by physical therapists with emphasis on the musculoskeletal and cardiopulmonary systems.

PT 502 Clinical Medicine & Surgery II (1)

This course is the second of a three-semester sequence covering related medical and surgical conditions commonly treated by physical therapists with emphasis on pediatric pathologies, spine disorders, and health and wellness.

PT 503 Clinical Medicine & Surgery III (2)

This course is the third of a three-semester sequence covering medical and surgical conditions commonly treated by physical therapists with emphasis on neurological disorders, diabetes, geriatrics, AIDS, and rheumatology.

PT 512/512A Therapeutic Procedures II w/Lab (3)

Prerequisite: B.S. degree in Rehabilitation Sciences or equivalent.

The theory and science of thermal, electrical and mechanical agents as they apply to the clinical practice of physical therapy intervention are covered. Skills in safe and effective use of clinical modalities are developed during laboratory sessions.

PT 515/515A Evaluation and Treatment w/Lab (2)

Prerequisite: B.S. degree in Rehabilitation Sciences or equivalent.

Evaluation, treatment planning and therapeutic interventions of patients with complex medical conditions requiring physical therapy services are discussed, as well as cardiopulmonary conditions, wounds and burns. Evaluation and treatment encompass various stages of recovery and include treatment of the patient in the intensive care unit. Emphasis is placed upon synthesis, analysis and integration of subjective and objective patient data for scientific clinical decision making.

PT 525/525A Applied Orthopedics I – Extremities w/Lab (7)

Prerequisites: PT 415/415A, PT420/420A and PT440/440A.

A regional approach to examination, evaluation, treatment planning, and therapeutic exercise as well as manual therapy intervention techniques for common musculoskeletal conditions are presented. Emphasis is placed on clinical decision making by integrating basic sciences of anatomy, physiology, kinesiology, and pathology with analysis and synthesis of subjective and objective patient data, principles of therapeutic exercise and manual therapy, as well as current outcomes and research in the development of therapeutic interventions.

PT 526/PT 526A Applied Orthopedics II - Spine w/Lab (4)

Prerequisite: PT 525.

Evaluation and treatment principles of the cervical, thoracic, and lumbar spine, sacrum, coccyx and the sacroiliac joints are learned. Students develop basic skills in manual therapy spinal techniques and learn about various spinal conditions, arthritic diseases and surgical procedures for the spine.

PT 530/530A Applied Neuroscience w/ Lab (4)

Prerequisite: BIO 328/328A.

This course integrates form and function of the human nervous system in both healthy and pathological states. Subsystems are discussed in relation to diagnoses requiring physical therapy intervention. Emphasis

is placed on examination of impairments, functional limitations and disabilities of neurological diagnoses. The student is introduced to interventions, plans of care and prognoses for neurological diagnoses across a patient/client's lifespan.

PT 531/531A Neurological Rehabilitation w/ Lab (4)

Prerequisite: PT 530/530A.

This course is a continuation of PT 530 with emphasis on therapeutic or rehabilitative interventions used by physical therapists for patients with neurological diagnoses. The focus is on the scientific basis of interventions, clinical presentation and medical management of common neurological diagnoses. Emphasis is placed upon synthesis, analysis, and integration of subjective and objective patient data and incorporating individual patient/client needs for scientific clinical decision making.

PT 545/545A Lifespan Conditions and Treatment I w/Lab (4)

Emphasizes theory, evaluation, treatment planning, and implementation of therapeutic interventions with an emphasis on the normal developmental changes that occur from birth to young adulthood. Includes pathological conditions and issues related to pediatric and adolescent populations. Addresses women's health issues related to pregnancy and childbearing.

PT 546/546A Lifespan Conditions & and Treatment II w/Lab (4)

Prerequisite: PT 545.

This course emphasizes theory, evaluation, treatment planning, and implementation of therapeutic interventions with an emphasis on normal maturation and aging. This course also includes complex medical and multi-system conditions that occur in adulthood and with aging, including: industrial injuries, diabetes, amputations, bone diseases, rheumatic diseases, fibromyalgia chronic pain, and Alzheimer's disease.

PT 550 Pharmacology (2)

Prerequisite: Matriculation to Professional Phase of the MPT program.

This course explores the basic principles of pharmacology, including pharmacokinetics and pharmacodynamics as well as toxicology. Also covered are the mechanisms of action, indications, dosage, contraindications, adverse and side effects of medications administered to patients commonly treated by physical therapists. Additionally, variations in the pharmacokinetics and pharmacodynamics across the lifespan - from infancy to aged - are discussed.

PT 551 Issues in Physical Therapy I (1)

This course discusses issues related to clinical education. Emphasis is placed on professional behavior, role of the student in the clinic, self-assessment, documentation, and method of evaluation. This course precedes the first clinical internship.

PT 552 Issues in Physical Therapy II (1)

Prerequisites: Clinical Internships I & II.

This course is a forum for discussing clinical experiences and exploring current issues in physical therapy, ethical decision making in the clinic, resume writing, and interviewing skills.

PT 553 Issues in Physical Therapy III (1)

This course addresses the preparation for entry into final clinical internships and entrance into the profession. Topics include consulting, political issues, involvement in the American Physical Therapy Association (APTA), licensure, role as clinical educator, and clinical education requirements.

PT 555 Seminars in Physical Therapy (1-2)

Prerequisite: 5th-year graduate phase standing in the Physical Therapy program.

This course explores special topics in physical therapy utilizing a seminar format of discussion, self-directed learning and sharing. One seminar is required for completion of the program in physical therapy; others may be taken as electives. Seminar topics will be posted prior to registration so students can choose areas of interest.

PT 565 Research Practicum I (2)

Prerequisite: PT 460.

A research proposal is completed and presented in this course. Instruction includes the application of statistical analysis, data management and reporting.

PT 566 Research Practicum II (2)

Prerequisite: PT 565.

This course involves the completion of the research project developed in PT 460/565. Students wishing to complete data collection and analysis will be assigned a faculty mentor to assist them in this process. Students will complete their proposed project and prepare the results for publication or presentation.

PT 570 Administration Theory and Practice in PT (3)

Concepts in administration and management as they apply to the delivery of physical therapy services in health care facilities and organizations are explored in this course. Also included are the basic administrative concepts of planning and decision making, budgeting, fiscal management, and marketing applied to the implementation of clinical services. Essential communication and personnel management skills including assertiveness, negotiation and conflict management are applied to service line management of physical therapy departments and interaction across multiple disciplines.

PT 585/586 Clinical Internship I & II (5,5)

Prerequisites: PT 440/440A, PT 512/512A, PT 515/515A, and PT 525/525A.

This course provides full-time (37+ hours per week) clinical experience that provides the student with opportunities for supervised practice in evaluation and treatment of patients with both acute and chronic diagnoses requiring physical therapy interventions.

PT 595/596 Clinical Internship III & IV (5,5)

Prerequisites: All physical therapy professional courses.

This course provides full-time (37+ hours per week) clinical experience that provides the student with opportunities for supervised practice in evaluation and treatment of patients with both acute and chronic diagnoses requiring physical therapy interventions.

PT 599 Capstone Seminar (2)

Prerequisites: PT 595 and PT 596.

This culminating seminar emphasizes entry into the profession of physical therapy. The seminar includes entry-level professional expectations. Clinical knowledge will be reinforced and enhanced through advanced clinical topics, complex cases and selected guest faculty.

Master of Science in Organizational Leadership (MSOL)

Jim Brodzinski, Ph.D., Chairperson

This graduate program is intended for individuals who have, or aspire to, leadership roles in their organizations, whether in business, education, human service, health care, or government. Its curriculum reflects the emerging view that effective leadership depends on personal abilities and knowledge, value-based vision, and modeling socially responsible behavior.

The MSOL program reflects the Mount's commitment to interdisciplinary education with a focus on career preparation, and emphasis on values, integrity and social responsibility. In the realm of organizational leadership, this involves preparing students to be effective and moral leaders within organizations of all kinds. While its approach is grounded in the spiritual values and vision of the Mount's founders, the Sisters of Charity, the curriculum and approach is nondenominational.

The MSOL program was designed after extensive market research involving both employers and potential

students indicated a need for an alternative to the traditional MBA program. The result is a program that emphasizes the study of people and organizations as opposed to the array of business subjects that comprise the MBA curriculum. Although the MSOL program is based in the Department of Business Administration, it is multidisciplinary with courses and faculty from the humanities, religious and pastoral studies, behavioral sciences, and mathematics/computer science, complementing those in business and management.

The MSOL program is intended to develop leaders who:

- understand how organizations work.
- energize, empower and develop people.
- embody principles of effective leadership.
- are moral, caring and socially responsible.
- can bring their organizations through difficult changes.
- cope with complexity, ambiguity and conflicting perspectives.

Design and Requirements of the MSOL Program

The Master of Science in Organizational Leadership program requires successful completion of 39 hours - 12 three-hour courses and an integrative project. There are 24 hours in required courses. The remaining 15 hours may be chosen from offerings in any area of the MSOL curriculum, subject to distributional requirements as indicated below. MSOL courses and requirements are distributed among the following four areas:

Leadership Core - 9 hours distributional requirement

| | |
|---------|---------------------------------|
| MOL 600 | Exploring Leadership* (3) |
| RPS 514 | Spirituality of Leadership* (3) |
| MOL 690 | Integrative Project* (3) |

Organizational Decision Making - 9 hours distributional requirement

| | |
|-------------|---|
| BUS 600 | Accounting & Financial Decision Making* (3) |
| PHI 660 | Ethical Issues in Organizations* (3) |
| MTH/BUS 640 | Management & Decision Science* (3) |
| MGT 645 | Organization Theory & Design (3) |
| BUS 625 | Legal Issues in Organizations (3) |

People & Organizations - 9 hours distributional requirement

| | |
|-------------|---|
| MGT/PSY 610 | People in Organizations* (3) |
| MGT/SOC 640 | The Changing Workplace (3) |
| HUM/SOC 670 | Reading and Writing the Culture of Work (3) |
| PSY 635 | Social Influence (3) |
| MGT 675 | Organizational Communication (3) |

Technology - 6 hours distributional requirement

| | |
|---------|--------------------------------|
| CIS 650 | Understanding Technology** (3) |
| MGT 620 | Managing Technology* (3) |
| SOC 680 | Culture & Technology (3) |

*Required course

*Prerequisite for MGT 620

MSOL Academic Policies

A maximum of nine semester hours of graduate-level courses taken previously may transfer to the MSOL program. However, all courses in the leadership core must be taken at the Mount. Waivers of specific course requirements for students with extensive undergraduate background or professional training are possible in areas outside the leadership core, allowing them to substitute other elective MSOL courses to complete the 39 hours.

MSOL students must maintain a 3.0 GPA as described in the section on general academic policies for Mount graduate programs. Courses in which grades of “C” are received need not be repeated and count toward meeting MSOL requirements. However, students receiving such grades need to maintain a 3.0 GPA to remain in good standing.

Admission Requirements for the Master of Science in Organizational Leadership

Applicants must have a bachelor’s degree from any regionally accredited college or university program; however it does not have to be a business-related degree. The MSOL program encourages applicants in any career from any kind of organization. Other admission requirements include:

- an undergraduate grade point average of at least 3.0 (“B”).
- at least three years of significant workplace experience showing career growth, increasing responsibility and leadership potential.
- a commitment to values and ethical conduct.
- the ability to succeed in an educational environment that requires independent learning.
- a completed graduate application form.
- a non-refundable application fee.
- a letter indicating your reasons for applying for admission to the MSOL program.
- a current resume describing your work history.
- three letters of reference from employers or teachers speaking to your character as well as to your abilities. References should be sent directly to the Office of Admission, College of Mount St. Joseph, 5701 Delhi Road, Cincinnati, OH 45233-1672 or submitted along with your application in envelopes sealed by the reference writers.
- Official transcripts with a baccalaureate degree noted, sent directly from an undergraduate institution. Mount graduates need not to submit transcripts.
- An essay (300-500 words) about a difficult ethical or moral decision or dilemma experienced or observed at work or in another situation. Applicants should describe their thoughts and feelings about this situation and what was learned.
- An interview with the MSOL program director (optional but not required).

Admission with conditional standing is possible at the discretion of the program director if the student does not meet the requirements above but can provide evidence of promise for success in graduate study.

NOTE: Applications will be acted upon in the order in which they are completed (all required material has been received). Applications must be completed at least one month before the next term begins in order to enroll for that term, if space is available.

Course Descriptions

BUS 600 Accounting & Financial Decision-Making (3)

This course will involve the preparation, analysis, communication, and interpretation of accounting information to decision-makers. This will involve the presentation of accounting information from the perspective of the user, not the preparer. The emphasis will be on what accounting information is, why it is important and how it is used by economic decision makers.

BUS 625 Legal Issues in Organizations (3)

This course includes a review of various legal issues found in organizations, including employer liability, employment contracts, discrimination, hiring practices, labor relations, and regulation by administrative agencies.

CIS 650 Understanding Technology (3)

This is an introductory technology course on understanding and using information technology. It focuses on communications using computer technology, the digital revolution, the Internet, and the Web. It covers the fundamental computing concepts surrounding the digital age including software, hardware, data, people, communications, and procedures. It also examines ethical issues in the information age and investigates emerging technologies that could impact individuals as well as organizations in the future. This course is required for all students who do not have a technology-related degree and is a prerequisite to MGT 620 Managing Technology.

HUM 670/SOC 670 Reading and Writing the Culture of Work (3)

This course is an in-depth study of how workers themselves experience their work. It will explore how the lives of workers have been depicted in literature, film and history. It will involve the close study of a local workplace culture through fieldwork, the method used by cultural anthropologists to understand how people generate and interpret social behavior in a given setting. Students will not only read and interpret texts, but also produce texts that describe the lived experience of actual workers.

MGT 620 Managing Technology (3)

Prerequisite: CIS 650.

This course addresses significant issues related to managing technology in a corporate environment from both strategic and tactical perspectives. It is designed to meet the needs of students who, as either managers or consultants, must understand the use of technology as a powerful tool of competitive advantage and growth. Emphasis is given to the challenges facing managers to make research and development serve the needs of the organization in an increasingly competitive marketplace.

MGT 640/SOC 640 The Changing Workplace (3)

This course will focus on the dynamic nature of organizations and change. Since the organizational environment changes continuously, the course is by nature a topics course. Additionally the course will introduce the student to change at the individual, group and organizational levels so they can function effectively as catalysts for change or as members of a change process.

MGT 645 Organization Theory & Design (3)

This course examines structural and contextual factors affecting organizational design and effectiveness and studies the impact of strategy, technology, culture, and the environment on structure. This course also emphasizes analyses of organizational designs and implications of designs based on theory, research and changing events.

+MGT 655 Global Economic Awareness (3)

This course has two distinct parts. The first part is a comparison of the different economic systems around the globe. In this section, students examine the economic structures of different nations as well as the different roles for government. The second part of the course focuses on international trade. Students examine the theories that guide trade and the role of international economic institutions such as the World Trade Organization.

+ Course pending approval by College Graduate Committee.

MGT 675 Organizational Communication (3)

Communication concepts and theories that describe and explain interactions among organizational members at all levels are examined in this course. Key to this examination is the opportunity for students to observe, analyze and practice effective interaction patterns. Topics of discussion include: upward, downward and horizontal communication; formal and informal communication (grapevine); superior-subordinate communication; performance evaluation; information overload; conflict and negotiation; power, politics, and influence; and organizational culture.

MOL 600 Exploring Leadership (3)

Must be taken in the first nine hours of course work.

This course explores the meaning of leadership across time, culture and contexts and also examines classic writings on leadership, the most recent leadership theories and research, and popular contemporary management books on leadership. Special attention will be given to theories that emphasize the role of values and ethics in leadership. Students also begin assessing their own leadership skills.

MOL 690 Integrative Project (3)

This course is an integrative experience in which the student applies the knowledge, skills and understanding developed in the Master of Science in Organizational Leadership program. This seminar allows for a structured approach as individuals work on their own independent projects. It also provides opportunities to learn and share together about those projects and the process of doing an applied academic project. The project itself may take a variety of forms and will result in a formal report demonstrating program learning. This course is designed to be completed in the final semester of the program.

MTH/BUS 640 Management & Decision Science (3)

This course introduces decision science and mathematical modeling of organizational decision-making under certainty and uncertainty conditions. Emphasis is placed upon the application of solution methodologies to problems in management decision making in organizations.

PHI 660 Ethical Issues in Organizations (3)

This course will examine some of the moral issues facing both private and public organizations and those who occupy leadership roles within these organizations. Case studies will focus on timely, contemporary ethical issues in business, society and government.

PSY/MGT 610 People in Organizations (3)

This course explores individual, group and organizational processes to increase understanding of self and others in organizations. Emphasis is placed on awareness, self-development, and self-management in the context of organizational issues such as conflict resolution, negotiations, team performance, and leadership opportunities.

PSY 635 Social Influence (3)

This course is an in-depth look at how people influence each other's attitudes and behavior, with an emphasis on management applications. A variety of influence methods will be examined.

RPS 514 Spirituality of Leadership (3)

This course aims at the relationship between one's personal spirituality and effective leadership. Further, it considers leadership in the workplace as a personal calling. The course will explore one's innate desire for integrity of life, and will examine the common good as both the purpose of business, and as necessary for human development. The good habits of acting, known as virtues, will be considered. The application of virtue to practical situations in the workplace, and in the world at large, will allow the principles of Christian social teaching to be integrated with management theory.

SOC 680 Culture and Technology (3)

This course addresses how technology drives much of social and cultural change, and these technological

innovations and changes often happen first in the world of work. New technology brings new winners and new losers in most social systems. New technology almost always comes with grand promises of its potential but lack of planning for its failures, negative side effects and the losers it often leaves. A better understanding of these technology-caused social forces can help leaders and managers prepare for the impact of technology on their organization, their workers and their communities.

President's Message

Welcome to the College of Mount St. Joseph. At the Mount, the faculty, administration and staff are dedicated to our mission to educate students through an interdisciplinary liberal arts and professional curricula that emphasizes values, integrity and social responsibility in undergraduate and graduate degree programs. This mission of education distinguishes a liberal arts education at the Mount and reflects our Catholic academic community and heritage.

Since 1920 when the Mount opened its doors, the purpose of the College has remained focused on providing students with an education of excellence through a strong curriculum, quality teaching, personal attention, and activities that encourage leadership, spiritual development and community service. As an academic community the College is also grounded in the spiritual values and vision of its founders, the Sisters of Charity of Cincinnati, who today sponsor the College.

The heart of a Mount education is the interdisciplinary liberal arts core curriculum, the foundation for learning as well as for developing the skills of critical and creative thinking and effective communication, and for appreciating the complexity of human behavior. A Mount education also encompasses knowledge of the relationship among various ethical systems and appreciation of the relationship of Roman Catholicism to other belief systems.

Graduate students at the Mount come from all walks of life, yet with common purposes: for professional enhancement, to change career paths, to fulfill personal dreams. Each of the Mount's graduate programs is designed for the specific needs and interests of adult students. Graduate studies at the Mount include education, nursing, organizational leadership, physical therapy, and religious studies.

You are pursuing your studies at the Mount at a significant time in world history - you will play a role in shaping the 21st century for our communities, our country and our world. I wish you much success on this journey of learning, personal achievement and service to others.

Sincerely,
Francis Marie Thraillkill, O.S.U., Ed.D.
President, College of Mount St. Joseph

Student Records Policy

Family Educational Rights and Privacy Act of 1974 (as Amended)

In accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974 (as amended) students at the College of Mount St. Joseph have the right to inspect, review and challenge the accuracy of their education records. It is the policy of the College of Mount St. Joseph that all student records, other than directory information, are to be treated with confidence.

1. Education records are those records, files, documents, and other materials which contain information

directly related to a present or former student enrolled in the College. Each office responsible for a type of education record is to have review procedures and methods for correcting inaccurate data.

Information not considered to be education records are:

- (a) medical and counseling records used solely for treatment.
 - (b) law enforcement records.
 - (c) records created by College personnel which are in the sole possession of the maker and are not accessible or revealed to any other person, except a substitute instructor.
 - (d) directory information.
 - (e) records created by College personnel for the purpose of fund raising.
 - (f) employment records of an individual if employment is not related to the individual's status as a student.
 - (g) alumni records which maintain information after the student stopped attending the College and do not contain information about the person as a student.
2. The right to inspect and review education records is granted to each student except for the following:
 - (a) financial records of parents.
 - (b) confidential letters and statements of recommendation for admission, employment or honorary recognition placed in education records after January 1, 1975, for which a student has signed a waiver of his/her right of access.
 - (c) unauthorized access to computer/electronic files.
 - (d) records excluded from FERPA's definition of education records.
 3. Students are notified of their FERPA rights in the College of Mount St. Joseph's Catalog, Student Handbook and in each semester or term's Class Schedule.
 4. Students desiring to review records should make a written and dated request to the appropriate office maintaining the specific education record or records. Records will be made available for inspection by that office as soon as reasonably possible and, in any case, within the 45-day period following the request, as required by law.
 5. Students have the right to request changes to their educational record that the student believes are inaccurate or misleading. The student must write the College office responsible for the education record, identify the part of the record being challenged and specify why the information is inaccurate or misleading. If the College office denies the request, the student will be notified of the decision. The student will then be advised of the right to a hearing. The student may file a formal request with the College's Hearing and Appeals Board which will hear the request and make a determination according to its standard procedures.
 6. The law provides that a student may waive her/his right of access to letters of recommendation concerning admission, employment or honors and if the student is told, on her/his request, the names of all letter writers. No student may be required to execute a waiver. Under such a waiver, a student has no right to inspect the file accumulated. The option of offering letters of recommendation on a confidential and/or non-confidential basis is available.
 7. Release of information about a student:
 - (a) Directory Information

The College of Mount St. Joseph, in accordance with FERPA, has designated the following categories of information about students as public information.

 - Name
 - Address(es) (local, home and e-mail)

- Telephone (local and home)
- Date and place of birth
- Photograph
- Student classification (year in school)
- Program of study
- Major(s) and minor(s)
- Academic advisor
- Inclusive dates of enrollment and enrollment status (e.g. undergraduate or graduate; full-time or part-time)
- Degrees and awards received (to include honors)
- Most recent previous educational agency or institution attended
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams.

Students may restrict the publication and release of directory information by filing a written request in the Registrar's Office, Conlan Center each semester or term.

- (b) The College will not release information from education records, other than directory (public) information, without the student's written consent. Exceptions exist for FERPA authorized disclosures without consent. Disclosure without consent is granted to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
 - (c) Requests for education records may be released in compliance with a lawful subpoena or judicial order. Students shall be notified of all such subpoenas or orders in advance of compliance, unless notification is denied by order in the subpoena. The College will comply with ex parte orders without the consent or knowledge of the student.
 - (d) Requests for records may be released in connection with a student's application for, or receipt of, financial aid.
 - (e) Records may be issued to state or federal authorities and agencies specifically exempted from the prior consent requirements of the Act; also, to organizations conducting studies on behalf of the College if such studies do not permit the personal identification of students to any persons other than to representatives of such organizations and if the personal identification is destroyed when no longer needed. Information may be submitted to accrediting organizations.
 - (f) Information may also be released to appropriate persons in the case of health and safety emergencies.
 - (g) An alleged victim of any crime of violence may be issued records of the results of any institutional disciplinary proceeding against the alleged perpetrator of that crime with respect to that crime.
 - (h) Other than the above, the College may not release personally identifiable information in the education records or allow anyone access to those records, unless the student has given her/his written consent specifying the records to be released, the reasons for such release, and to whom. A copy of the released records must be available to the student.
8. A transcript of a Mount academic record is obtained upon written consent from the student and/or in compliance with FERPA regulations for release. Students requesting a copy of their transcript may have the first copy issued without charge. After the first free copy a fee of \$5 is required for each copy requested (and \$1 for additional copies requested at the same time); there is a fee of \$10 for an immediate over-the-counter transcript request.

No transcript is issued for an applicant whose financial obligations to the College have not been fulfilled.

9. Unpaid College financial obligations, or pending disciplinary cases, may result in a hold being placed on the release of student records. The office originating the hold must inform the student in writing that it has initiated such action. Copies of hold notices will be maintained by the originating office and will serve as verification that written notification has been provided to the student.
10. Any questions concerning the student's rights within FERPA should be referred to the Registrar, Conlan Center, Administration Building, College of Mount St. Joseph, 5701 Delhi Road, Cincinnati, OH, 45233-1670. A copy of the complete Act and the official College policy in compliance with FERPA are available in the Registrar's Office.

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC, 20202-4605.

Solomon Amendment

In compliance with the Solomon Amendment which became effective April 1, 1977, the College of Mount St. Joseph must supply directory information (plus prior military experience) upon written request from representatives of any branch of Federal Armed Forces for the purpose of federal recruiting.

Nondiscrimination Policy

The College of Mount does not discriminate on the basis of age, sex, race, color, religion, creed, national or ethnic origin, nor against otherwise qualified handicapped students in the administration of its admission, employment and academic policies, athletics, or other school-administered programs, services and activities, or the granting of scholarships, loans and other financial aid.

Financing The College

The College of Mount St. Joseph receives no annual apportionments from the Catholic Church, state or federal governments. Tuition and fees cover approximately 80 percent of the cost of the operation. The remaining amount comes from generous donors including alumni, parents, friends, corporations, foundations, and the Sisters of Charity. These gift investments are made in several ways.

Gifts to the Mount Annual Fund

Gifts to the Mount Annual Fund enable the College to meet its current expenses. The Annual Fund helps support student scholarships, academic programs, student services and programs, faculty development, and campus maintenance.

Gifts to Endow Scholarships

A gift of \$300,000 will provide a fully endowed scholarship while a gift of \$25,000 or more will establish a partial scholarship. These gifts may be funded on an outright basis with cash or securities, or on deferred basis through bequests, insurance, trusts, and annuities. Based on the endowment spending rate approved annually by the Board of Trustees, a portion of the investment earnings on these endowments is used to fund scholarship aid to qualifying students.

Gifts to Capital Projects

The continued maintenance and improvement of its facilities is paramount to the success of the College.

Donors may make outright or planned gifts to ensure the Mount's classrooms, library, science labs, computer labs, and recreational facilities support its students in their academic pursuits. To recognize the generosity of donors, the College has developed several naming opportunities for buildings, laboratories and classrooms.

Information about making an outright or planned gift or information about special giving opportunities is available from the Office of Institutional Advancement at (513) 244-4871. Or write to the Office of Institutional Advancement, College of Mount St. Joseph, 5701 Delhi Road, Cincinnati, OH, 45233-1670.