



2006-07 Graduate Catalog

College of Mount St. Joseph

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Academic Calendar

2006-2007

First Semester

August 28	Monday	Classes begin (Day and Evening)
September 4	Monday	Labor Day - Holiday
October 13	Friday	Mid-semester Holiday
November 22-26	Wednesday-Sunday	Thanksgiving recess
November 27	Monday	Classes resume
December 11-15	Monday-Friday	Semester examinations
December 15	Friday	Semester ends

Second Semester

January 15	Monday	Martin Luther King Holiday
January 16	Tuesday	Classes begin (Day and Evening)
February 23	Friday	Mid-semester Holiday
March 12-16	Monday-Friday	Spring vacation
March 19	Monday	Classes resume
April 6-9	Friday-Monday	Easter recess
April 10	Tuesday	Classes resume
May 7-11	Monday-Friday	Semester examinations
May 11	Friday	Semester ends
May 12	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.

Student Responsibility

The final responsibility for fulfilling the requirements of a course syllabus in each class, for meeting all program/degree requirements, and for complying with College regulations and procedures rests with the student. Students should consult with their academic advisor when selecting courses or making adjustments in their course schedule.

Attendance

Students must meet the stated requirements for attendance or participation expected with the class delivery format. If class participation policies are not followed, the student may receive a grade reduction in accordance with the instructor's policy.

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.

Academic Honesty

History, Rationale, Rights, and Responsibilities of Faculty and Students

Frequent reports in today's media indicate that a culture of plagiarism and other dishonesty exists in our society. New technologies combine with old temptations to increase the pressures against acting honestly in academic work.

It is imperative then, that we as a college community value intellectual and moral integrity and promote honesty in work and school as a way to succeed. We must therefore identify and penalize all violations of our shared trust as violations of the principles that inspire our institution and bind us together.

Imperatives for Honesty: Our society and the academic community promote many reasons for intellectual honesty:

- **Moral:** Judaeo-Christian principles underlying our moral beliefs forbid theft of others' style and material.
- **Academic:** The ultimate goal of the learning experience is that one develops his or her own synthesis of knowledge, based on seriously reading the syntheses of others; the work of others must therefore be meticulously documented as the basis for one's own; plagiarism, the dishonest use of others' work, invalidates the meaning of the academic experience.
- **Legal:** Western law protects the owner of the style and the material used by another.
- **Professional:** Professional ethics demand respect for the documented labor of others.

The Shared Trust of Faculty and Students: Faculty and students have the responsibility of behaving honestly in whatever ways and by whatever means they use and share information. Honesty must be the foundation of our communication in written, spoken, artistic, scientific, symbolic, and cybernetic ways:

1. Written: essays, research papers, reports, case studies, statistical analyses, poetry, fiction, drama.
2. Spoken: speeches, class discussions, panel discussions.
3. Artistic: paintings, photographs, cartoons, musical compositions.
4. Scientific: field research, research projects, lab reports, and lab examinations.
5. Symbolic: mathematical expressions, graphs, and tables.
6. Cybernetic: computer databases, files, and records.

As with all other character traits, honesty must be consistent if it is to be part of the moral structure of our personalities.

Faculty, students and administrators must value honesty and want to encourage and develop it among their peers and throughout their college and social communities. In an academic community that puts a premium on intellectual and moral integrity, students and faculty will take equal responsibility for bringing to light any

incidents that violate the shared trust. Students and faculty will avoid allowing or actively participating in acts that violate the community trust (examples: faculty will investigate suspicious documentation; students will refuse requests to cooperate with cheaters and plagiarists). So that we may all agree about what honest behavior includes, the following contexts are provided as examples.

1. **Honesty on examinations, tests and quizzes.** The student who values integrity will:
 - prepare for and perform on all exams, tests and quizzes according to the professor's directions and will consult the professor on any matters on which he or she is unsure.
 - perform on examinations, tests and quizzes using his/her own knowledge and information based on his/her own research and study efforts.
 - use during an exam only those aids that the instructor has specified and approved.
 - refuse to use crib notes, have a substitute take an exam, give or receive unauthorized information prior to or during an exam, or alter answer sheets during test reviews.
2. **Honesty by actions.** The student who values integrity will:
 - respectfully and punctually use public material (e.g., tapes, records, disks, books from the library, an academic department or the Consortium) that needs to also be available and in usable condition for other students.
 - not make an unauthorized copy of restricted material without permission (e.g., videotapes, software).
 - not provide work or materials for another student to copy and submit as his or her own.
3. **Honesty of student academic records.** The student who values integrity will:
 - not alter or tamper with student records (e.g., transcripts, grade sheets, financial statements, references, etc.) which are the property of the College.
 - not alter or tamper with grades and assessments maintained by faculty in their records.
4. **Honesty on written, oral, computer, artistic, and scientific assignments.** The student who values integrity will:
 - document all distinctive language, concepts, data, ideas, statistics, symbols, formulas, graphs, designs, and the like borrowed from published, printed, spoken, or broadcast sources whether these sources are public or private, copyrighted or uncopyrighted. Failure to document written/spoken/visual symbolic communication, style or matter is plagiarism - representing the words and/or images and/or symbols, style, and content of another as one's own.
 - document his or her research meticulously according to acceptable standards and the professor's prescribed format and will consult the professor or an appropriate resource (e.g., the Writing Center) on any indefinite matter. The diligent student may and should consult any legitimate resource when doing a project, such as the Writing Center, about refining his or her writing or speaking style and about ethically using others' material as part of that project.
 - not substitute words/images/symbols from another's work as one's own and will not rearrange syntax of another's written document as one's own sentence structure.
 - not represent the visual or verbal organization of another's work as one's own.
 - compose an individual project or his/her segment of a group project wholly on his/her own and will not use any deceitful behavior whereby the work of another is represented as his or her own. These deceitful behaviors include ghost-written work, inappropriate collaboration, the use of an assignment for more than one class without the instructor's permission, and the submission of photocopies of others' work as one's own.
5. **Honesty in the use of computer databases and files.** The student who values integrity will:

- generate his/her own material and will refuse to copy other students' disk files, databases, and other electronically stored material.
- properly cite and document all information derived from reference sources such as information retrieval services, computer bulletin boards, or CD ROM reference materials.

Students have an absolute responsibility to comprehend and practice without exception the honest, academic behaviors that are stated and implied in this document and to consult an appropriate professional resource in any case about which they are uncertain or unclear.

Students have rights when their professors question the integrity of a project. Included are the rights to:

- receive a full explanation of the problem when a professor doubts the honesty of a written, spoken, performed, illustrated, or computerized project.
- enjoy confidentiality during all stages of an inquiry into the integrity of a project he/she has done.
- challenge any decision in which the documentable evidence indicates dishonest behavior on an academic project (the process that students should follow is indicated in the College's policy on academic dispute resolution).
- be involved in deciding the form of penalty they will receive and the restitution they will make when an evident case of academic dishonesty is demonstrated (see "Restitution and Education" on page 5).

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 5).
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.

Grades

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 until converted to a final grade upon completion of the course requirements with a maximum of two academic years for 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.

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.

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.

Incomplete Grades

A student must initiate a request for an "I" (incomplete) grade with an instructor, **by the last week of classes and filed by the student in the Office of the Registrar prior to exam week.** 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” grades convert to “F” grades on the following schedule:

Fall semester “I” (incomplete) grades change to “F”	Last day of spring semester
Spring semester “I” (incomplete) grades change to “F”	The end of the 3 rd week of fall semester
Summer session “I” (incomplete) grades change to “F”	The last day of fall semester

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. Grade changes cannot be made which exceed a time limit of one calendar year after the original grade assignment.

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 calendar years.

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.

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 receipt of a written request to the Registrar’s Office.

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’s Office 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. A fee of \$10 is required for each copy requested (and \$1 for additional copies requested at the same time). Information for requesting an immediate transcript electronically can be found on the Mount’s Web site at inside.msjs.edu/academics/registrar/transcripts/.

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

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.

Family Educational Rights and Privacy Act of 1974 (FERPA)

(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 submitted by 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) confidential letters and statements of recommendation for admission, employment or honorary recognition placed in education records prior to January 1, 1975 provided these documents were collected under established policies of confidentiality and were used only for the purposes for which they were specifically collected.
 - (d) unauthorized access to computer/electronic files.
 - (e) 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.

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.

Academic Standards

Good Academic Standing

A graduate student in good academic standing must maintain a minimum 3.0 cumulative grade point average. 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.

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.

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.

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.

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.

Graduation

Degrees Awarded

The College offers the following graduate degrees:

Doctor of Physical Therapy
Master of Arts
Master of Arts in Religious Studies
Master of Nursing
Master of Science in Organizational Leadership

Comprehensive Exam or Integrative Project

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

Residency Requirements

A minimum of 75 percent of the credits required for a graduate 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.

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.

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.

Graduation candidates completing their degree requirements in December 2007, May 2008, and August 2008 will be eligible to participate in the May 2008, graduation ceremony.

Commencement Ceremony Participants

Students who will not complete degree requirements by the May ceremony and who will complete their final course work by the end of the summer session may apply and participate as August graduates in the May ceremony.

Applying for Graduation

Graduation candidates are required to complete the application paperwork with their program directors. The completed application for graduation is submitted to the Registrar's Office. The degree application must be on file in the Registrar's Office by the posted deadline dates for December, April 15; May, September 15; and August, November 15. Students applying for graduation after the application deadline will be considered candidates as of the next official graduation date, i.e. December, May or August. If degree requirements are not completed by the date (month/year) specified on the student's degree application, the application will be moved to the next graduation cycle. If the requirements are not completed by the next official graduation date, i.e. December, May or August, the application will be cancelled. If a student completes their degree requirements after they are notified their application has been cancelled, the student will be required to petition for review of completed degree requirements for degree certification on the next official graduation date.

A graduation application fee is assessed to all graduation candidates. The graduation application fee is a one-time charge for each degree application. If a student applies for one degree during one academic year and another degree during a future academic year, the graduation application fee is charged twice. A student applying for an undergraduate and a graduate degree during the same academic year will be charged the full graduation application fee twice.

December, May and August degrees are conferred by the College of Mount St. Joseph at the annual commencement ceremony in May. 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 in June after grades have been submitted and degree certifications are completed based on the final semester's grades. Diplomas for December graduates are mailed in January. Diplomas for August graduates are mailed in September.

Approximately three months prior to the May commencement ceremony each year applied degree candidates will be invited to Grad Finale which provides information regarding final financial obligations; purchasing cap, gown and hood; baccalaureate liturgy and ceremony participation and general information regarding graduation.

Transfer Policies

Graduate credits earned at another regionally accredited institution may be accepted in transfer under the following conditions and limitations:

1. An official transcript from a regionally accredited institution must be submitted to the Graduate

Admission Office.

2. A maximum of three classes or nine semester hours of graduate course work related to the student's major may be accepted as elective or required credit, as determined by the graduate program advisor at the time of admission. A minimum of a "B" grade is required for each transfer course.
 - (a) A maximum of two pass/fail grades may be accepted. A passing grade is equivalent to a grade of "B" or above.
 - (b) A maximum of two workshops totaling six semester hours may be accepted
3. No correspondence courses will be accepted.
4. Graduate credits over seven years old will be accepted at the discretion of the respective department program director.
5. Grades for credits transferred from another college are not included in the calculation of the student's cumulative grade point average at the Mount.
6. Students should consult with their graduate program director for other limitations on transfer credit which may apply in their program.

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 & Registration

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.

Advising

After acceptance, a 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 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.

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.

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.

Course 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.msj.edu. Students are required to have purchased books and completed preassignments before the first class meeting.

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.

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.

Registration Procedures

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.

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.

Auditing

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.

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.msj.edu.

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.

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 Consortium provides educational access for students to take courses not available 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. Graduate students cannot earn more than 30 percent of the credits required for a master's degree

in courses taken through the Consortium. 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.

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, Cincinnati State Technical and Community College, College of Mount St. Joseph, Good Samaritan College of Nursing and Health Science, Hebrew Union College-Jewish Institute of Religion, Miami University, Northern Kentucky University, Thomas More College, Union Institute and University, University of Cincinnati, Wilmington College, and Xavier University.

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.

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.

Course Descriptions

ART 510A Topics in Art History:History of Design (3)

New Course

A survey of visual communication/design/ and industrial design from unrecorded times through the present. Emphasis will be from the industrial revolution through the present.

ART 512 Fabric Design Workshop (1-6)

The exploration of the processes of dyeing, painting, printing, and embellishing the surface of cloth. Courses are offered on a rotating basis (with one course per semester) from among the following: BATIK AND RESIST DYEING. Dye resists in which hot wax or compression is applied to prevent dye from penetrating the cloth which is then immersed in a cold-water dye bath. DRAWING AND PAINTING ON FABRIC. Direct application of colorants to cloth using dye pastels, markers, pigments and brushing, canning, mist bottle, extruders, silk painting; also, fabric manipulation. DYE PAINTING ON SILK. Fiber-reactive dyes are applied to various silk fabrics using resists (primarily hot wax or gutta); thickened dye painting; sized and unsized fibers. Traditional and experimental approaches. FABRIC PRINTING. Images or colorants are transferred from various printing "plates" to fabric. Printing processes include: relief (block, stamp, found object); stencil; speedscreen; monoprint; cyanotype (blueprint); heat transfer; dye transfer, photo transfer; marbling. FIBER AND FABRIC. Textile structures that incorporate both fiber and fabric: collage, stitchery, applique, reverse applique ("mola"), quilting, trapunto stuffing, cord quilting. SCREEN PRINTING. Image-making technique in which a squeegee is used to force textile pigment through a stencil on a tautly stretched mesh attached to a frame. Stencil processes include: plastic, film, photographic emulsion, wax crayon, drawing fluid, screen filler, blank screen.

ART 513 Fabric Construction Workshop: Fabulous Fabrics (1.5)

The course will explore various aspects of embellishing textile surfaces using traditional and experimental techniques. Combined with a variety of handmade materials students will also explore various avenues of visual expression in both two- and three-dimensions via their own persona themes of design.

ART 513A Fabric Construction Workshop Books, Boxes, & Bags (1.5)

This course continues to explore the making and decorating of different textile surfaces. Participants will

develop ideas and techniques using Tyvek film and fabric, silk paper, angelina fibers and Softsculpt as well as introducing new materials such as plastic canvas, pipe cleaners and wireform.

ART 513B Fiber/Fabric/Collage/Tapestry (3)

New Course

Explore contemporary perspectives on the traditional technique of tapestry. Team-taught by Art Department faculty and exchange faculty from Huron University, London.

ART 525 Ceramics (1-6)

Enhancement of technical development of throwing on the wheel, decorative skills and glazing formulae.

ART 526 Toolmaking for Potters (1.5)

No prerequisite.

This course presents a variety of toolmaking techniques including the 7,000 year old roulette and clay stamp, small plaster casts that enable sprigging and applique as surface design, Japanese wrapped rope paddles and handmade brushes. Students will throw or hand build basic pieces to try out the tools. The emphasis is on process not glaze fired work. Pieces will be bisque fired the week after class for pick up later.

ART 526A Ceramics Workshop: (1.5)

This course explores hand-building the box form with a variety of possibilities. Students will build container forms with slab and combination techniques exploring intent, purpose, and story. The emphasis is on process not glaze-fired work. Pieces will be bisque fired the week after class for pick up later.

ART 526B Ceramics Workshop: Teapots - A Study in Form and Function (1.5)

New Course

This course examines the domestic and creative history of the teapot and its imaginative expression today. Construction techniques will focus on hand building techniques that are adaptable to personal or classroom use. Juxtaposition of parts and creative expression are prime considerations as students balance form, symbolism and function. The emphasis is on process not glaze-fired work. Pieces will be bisque for pickup later.

ART 553B Oil Painting Landscape: En Pleine Air (1.5)

New Course

An exploration into the creative possibilities and techniques of painting landscape directly from nature. Students will investigate strategies for producing vibrant images in oil using spontaneous brush strokes. The principles of landscape composition, perspective and color theory will compliment the experience of direct observation in unique natural settings.

ART 555 Drawing Workshop (3)

An exploration of the creative possibilities and techniques of drawing in pastel. Students will investigate the strategies for producing vibrant images using this expressive medium. The principles of landscape design, perspective and color theory will compliment the experience of direct observation in unique natural settings.

ART 562 Sculpture (1-6)

In-depth designing of form in three-dimensions with respect to exploring materials and technical skills necessary therein.

ART 569 Printmaking Workshop (1-6)

The exploration of a variety of techniques in which inked images from prepared surfaces are transferred to paper resulting in a series of original prints. Creative experiences in hand printing methods and the use of mechanical presses. Students will produce both editions of identical images and unique, single-image prints. Emphasis on nontoxic procedures. Courses are offered on a rotating basis (with one to two courses per year) from among the following: RELIEF PRINTMAKING. Covers various methods of producing prints off of incised and inked surfaces from which multiple images can be printed. Processes include vinylcut, woodcut, lino-cut, masonitecut and wood engraving. SCREEN PRINTING. Printing techniques using a

frame with stretched fabric mesh. Ink is passed through the stenciled mesh onto paper to produce a wide range of effects. Processes include cut stencil, blockout stencil, pochoir and photosilkscreen. INTAGLIO. Covers various printing techniques in which images are incised or chemically etched onto a plate of metal or plexiglas. The images are inked and printed onto paper using an etching press. Processes include drypoint, etching, photoetching, aquatint, lift ground, chine colle, and mezzotint. LITHOGRAPHY. Original prints are made from images drawn in crayon or other substances on limestone slabs or metal plates. The chemically-treated surfaces are inked and printed using a lithographic press. Processes include stone litho, metal plate, paper plate, and photolithography. EMBOSSING AND COLLOGRAPHY. Printing plates are constructed from various materials to create a dimensional surface. Dry or inked plates produce images in relief on paper.

ART 670 Studio Problems (1-6)

Comprehensive problem solving experiences in studio arts under the supervision of a graduate faculty member. This tutorial culminates in an exhibition of a cohesive body of work.

ART 680 Graduate Art Seminar (3)

Research, discussion and presentation on contemporary issues in art education. Topics may include, but are not limited to, comprehensive art education (DBAE,BCAC), multiculturalism, sex equity, health and safety standards, student performance assessment, sequential/thematic curriculum planning, approaches to teaching art history/appreciation; art career education; art criticism approaches (oral and written); museum collaboration; gifted and talented programs; classroom design and facilities; program evaluation; design and craft curricula infusion; technological dimensions; teaching effectiveness.

AYA 533P Adolescent and Young Adult Practicum (2-3)

Prerequisite(s): 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 field work.

AYA 550 Nature and Needs of Adolescents (3)

New Course

In this course, students will examine the unique nature and needs of young adolescents in relation to effective secondary teaching practices. Major trends and issues facing secondary classroom teachers will be investigated through evaluation of current educational research. Such trends include human development, classroom management, school organization, funding, curriculum, and assessment. Specific secondary instructional strategies will be discussed and applied through peer teaching. Reflection of personal beliefs, educational theory, and practice is promoted in the course.

AYA 580A TEAM-AYA Field Experience A (1)

Prerequisite(s): AYA 545, AYA 565, Admission to TEAM-AYA Program; full-time teaching position in math or science

The field experience is the central component of this 1-credit hour course. TEAM-AYA students who are teaching full-time in a classroom will be coached and evaluated during the semester by a Mount supervisor. Students also participate in reflective teaching practices, which include a video self-assessment of their teaching. Teaching activities coordinated for specific content area methods will be assigned in order to apply theory learned in prior course work. In addition, case studies will be analyzed in group discussions on WebCt.

AYA 580B TEAM-AYA Field Experience B (1)

Prerequisite(s): EDU 580A, Admission to TEAM-AYA Program; full-time teaching position in math or science

This course is a continuation of the classroom field experience in course AYA 580A. The focus of the course will be your reflection upon your first year in the classroom as a secondary teacher. TEAM-AYA students

who are teaching full-time will be coached and evaluated during the semester by a Mount supervisor. A video self-assessment will be completed in May to allow for a self-comparison to your teaching practices at the beginning of the year. In addition, students will complete an end-of-year reflective activity to present to the class for discussion. Teaching activities coordinated for specific content area methods will be assigned in order to apply theory learned in prior course work. Case studies will be analyzed in group discussions on WebCt.

AYA 670 Teaching to Standards (3)

Prerequisite(s): AYA 550

This purpose of this course is to integrate theories of teaching and learning with actual practices of standards-based education. The focus of the course is on the improvement of teaching and learning by putting standards at the forefront of the instructional program. The graduate student will analyze the Ohio Content Standards, National Standards (NCTM, etc.) and other state standards. Interpretation of the standards in order to develop approaches to teaching while maintaining grade level rigor in lieu of adapting instruction to the average or low achiever will also be addressed. The course will also include approaches to standards-based assessment.

BIO 501 Pathophysiology (4)

Prerequisite(s): 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.

BUS 600 Acctg & Fin 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.

CIS 610 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 CIS 620 Managing Technology.

CIS 620 Managing Technology (3)

Prerequisite(s): CIS 610

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.

COM 675 Organizational Communication (3)

New Course

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.

ECO 655 Global Economic Awareness (3)*New Course*

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.

EDU 512 Foundations of Education (3)

The multiple roles of teachers. Characteristics of successful teachers and schools based on current research. Historical, philosophical and sociological forces that impact educational practices. Field component.

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 those of oneself.

EDU 516 Curriculum Development (3)

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.

EDU 519 Designing Computer Interactive Instruction (3)

Prerequisite(s): 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 520 Methods and Materials for Early Learners (3)

Teaching principles, practices and techniques appropriate to the characteristics and needs of the young child.

EDU 521 Assessing Computer Programs for Classroom Instruction (2)

Prerequisite(s): EDU 519.

This course is designed as the culminating course of the computer/technology endorsement program. Students will survey and assess the computer technology software and hardware programs available to their specific licensure program and content area. Instructional methods and evaluation techniques for using educational technology in the curriculum will be discussed. The project for the course is a portfolio containing technology resources and its application to the level and content area of the student.

EDU 523 Issues in Education (3)

Current issues affecting American education. Topics will be considered under five broad categories - professional issues, curriculum issues, social issues, economic issues, and ethical issues.

EDU 525 Early Learning Practicum (3)

Prerequisite(s): EDU 220/520 (may be taken concurrently).

Experience in an early learning setting, working with children under the direction of an experienced teacher or in a home setting as a child care professional.

EDU 530 Phonics and Linguistics (3)

To teach preprofessional teachers fundamental principles and concepts of the phonological structure of language. Preprofessional teachers will learn the sound-symbol correspondences of language and understand

the relationship of phonemic awareness and phonological system of language to the reading process. Preprofessional teachers will also learn about the linguistic and cognitive bases of reading.

EDU 533A Art Education Practicum (1-3)

Prerequisite(s): EDU 580, SED 515.

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 student's advisor. The student will be assigned to two or three placements with individuals between the ages of 3 to 21. The student will participate in the various placements 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 533C Educational Computer Technology Practicum and Seminar (3)

Prerequisite(s): EDU 517, EDU 519.

This practicum is designed to give candidates seeking a computer technology endorsement experience in a computer lab in a K-12 school setting. This practicum will expose endorsement candidates to the teaching of computer technology concepts and skills; computer lab management; purchasing procedures for educational technology systems; and district, state, and national curriculums for computer technology standards. Additionally, candidates will learn configuration techniques for educational technology in a classroom or lab setting; techniques for securing hardware and software; and troubleshooting tips for maintaining hardware and software. The one-hour seminar will involve the students in discussions regarding issues in computer technology such as ethics, educational significance of technology, and justification for technology expenses.

EDU 533M Music Education Practicum (1-3)

Prerequisite(s): EDU 580 and SED 515

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 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 533P Physical Education Practicum (1-3)

Prerequisite(s): EDU 580, SED 515

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 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 (1-3)

The field experience is the central component of this two to three 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.

EDU 535 Communication Development and Disorders (3)

Prerequisite(s): IEC 630 or SED 515

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 effect children's language and literacy development and learning; bilingual education. Case studies of typically and atypically developing children.

EDU 538 Diagnosis and Remediation of Reading Problems (6)

This course has both a diagnostic and remediation (practicum) component and is designed to give the preprofessional and professional teacher experience in diagnosing, assessing and remediating reading problems of individual students. Emphasis is also put on methods of assessing and remediating large groups of students.

EDU 545 Nature and Needs of Adolescents (3)

Building upon the broader learning objectives the student obtained in Child and Adolescent Development (PSY 305), this course is a specialized study of the development, needs and learning processes of students grades 7 through 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 utilization in planning instructional designs, teaching strategies and classroom management strategies. A 10- hour field experience is included.

EDU 550 Strategies for Teaching Mathematics (3)

The theories of Piaget. Current math teaching strategies and curriculum changes; problem solving; computers in the classroom. Includes comprehensive project and practicum.

EDU 560 Foundations of Literacy (3)

A prerequisite for the student seeking a reading endorsement. This course includes a knowledge base for the teaching of reading: theories of reading instruction (including whole language philosophy), individualization of reading instruction, integration of the basic methods of teaching literacy skills, strategies for content literacy, and using reading software. This course will emphasize literature-based language experiences and the importance of thematic and interdisciplinary units in literacy instruction. This course includes an in-school practicum.

EDU 565 AYA Curriculum and Methods (3)

This course is to familiarize students with curriculum theory, instructional design planning and instructional evaluation. The nature of knowledge and learning are studied as they relate to different types of content. Various instruction 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; general deductive model; concept attainment model; inquiry model; interactive model; cooperative learning model; and integrative model.

EDU 575 Teaching Methods for the Sciences (2)

Corequisite(s): Must be taken concurrently with the EDU 533Y practicum.

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, backgrounds and goals based on learners' prior knowledge and conceptualizations. Laboratory and field based experiences are use of current resources in the field. Students will use appropriate electronic technologies which have application in the learning environment. Safety issues and the ethical use of living materials are emphasized.

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

Prerequisite(s): PSY 305 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 to 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 or special education) of the students will be enhanced. A 15-hour field experience is included.

EDU 585 Teaching Methods for Social Studies (2)

Corequisite(s): Must be taken concurrently with the EDU 533Y practicum.

A study of methods that are specific to the social studies area. Provides additional content specific methodology such as researching current trends and integrating social studies with other content area.

EDU 590 Special Area Practicum (1-6)

Opportunity to integrate theory and practice. Field hours are flexible, determined by the student's need, and are executed under the guidance of a master teacher.

EDU 590A Elementary Practicum (1-3)

(For Professional Foundations Concentration) School site experiences to satisfy state regulations for field experience. Acceptance into teacher education program required.

EDU 590B Secondary Practicum (1-3)

(For Professional Foundations Concentration) School site experiences to satisfy state regulations for field experience. Acceptance into teacher education program required.

EDU 595 Independent Study (1-3)

Independent study under the guidance of a faculty member to meet stated objectives. Permission of department chair and faculty member is required.

EDU 598 Workshops (1-3)

The workshop's content will be announced when the course is offered.

EDU 598G Portfolio Dev for Class Tch (1)

This graduate course is intended to provide explanations and direction for the design and development of electronic portfolios for classroom teachers. The development of portfolios is intended to prepare the practicing teachers to document evidence of their continued professional development and accountability. This course will guide the practicing classroom teacher in preparing an electronic portfolio as well as a standard portfolio. This online course will permit the participants to progress accordingly in the development of the portfolio, however the professor will be available for directions, questions, and consultations.

The students will plan, develop, produce and assess their portfolio and performances as required by the Ohio Competencies for Teacher Licensure. Each teacher will produce a creative portfolio that presents evidence of authentic self-assessment, reflection and continued professional growth and development. As the culminating project each participant will develop a portfolio using the Power Point format.

EDU 599 Workshops (1-3)

The workshop's content will be announced when the course is offered.

EDU 599H PowerPoint for Educators (1)

This course, designed for educators, will teach you how to organize an electronic presentation by using design templates, color schemes, drawing objects, clip art, and graphics to illustrate data.

EDU 601 Differentiated Instruction for Inclusive settings Mild to Moderate (3)

This course will analyze the concept of differentiated instruction strategies, including CAT (Computer Assisted Technology), to better meet the individual and diverse needs of children in inclusive settings. This course will also focus on managing change in the professional learning community.

EDU 615 Adolescent Literature (3)

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. Designed 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 616 Cognition Across Cultures (3)

This course will provide the graduate student with a broader view of learning in terms of the influence of language on the child's world view and the ability to process concepts, ideas and problems. Also covered are the impact of culture on the child's understanding of story, a respect, understanding and valuing of different

cultural beliefs and practices, needs for functioning in two worlds, and the focus and importance of various disciplines in other cultures.

EDU 617 MultiSensory Approach to Teaching Reading (3)

EDU 625 Communication, Collaboration and Consultation (3)

Prerequisite(s): SED 515 and IEC 630 or MCE 500 or EDU 580 or EDU 565.

Focus on teamwork, collaborative relationships and communication skills and using these skills to support and work with families and provide services to children and their families. Designed to help prepare teachers to work cooperatively with parents and family members, school colleagues, community members, and social service agencies to support student learning and development. A 10-hour field experience is included.

EDU 630 Integrated Methods (2)

Prerequisite(s): EDU 565.

This course is designed as a 16-week course divided into three weeks devoted to each of the four content areas. The remaining weeks will involve whole class discussions. The coordinators along with instructors from the content areas will be involved in a team teaching approach where specific content instructional strategies will be taught to AYA and MCE graduate students. The graduate student is only required to attend the three weeks devoted to his/her content area(s).

EDU 640 Psychology of Reading (3)

This course is designed to provide the student with an understanding of the particular psychological perspectives and sociological trends that have influenced the development of the reading process. It will emphasize reading as the foundation of learning and as a process of thinking. It will include the multicultural issues and their effects on the reading process. Cultural diversity factors and the psychological implications concerning the development of the process of literacy instruction will be discussed.

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 670 Standards-Driven Instruction & Assessment (3)

This purpose of this course is to integrate theories of teaching and learning with actual practices of standards-based education. The focus of the course is on the improvement of teaching and learning by putting standards at the forefront of the instructional program. The graduate student will analyze the Ohio Content. Standards, National Standards (NCTM, etc.) and other state standards. Interpretation of the standards in order to develop approaches to teaching while maintaining grade level rigor in lieu of adapting instruction to the average or low achiever will also be addressed. The course will also include approaches to standards-based assessment.

EDU 671 Curriculum Development:Theory & Applications (3)

This course presents a critical examination of foundations, principles, concepts, and current practice in the field of curriculum. Topics will include program planning, design, implementation, and evaluation; using a curriculum mapping model for instructional improvement; using collaborative and interdisciplinary approaches to curriculum development within this framework.

EDU 672 School Law (3)

A review of laws, court decisions, and issues pertinent to teachers, administrators, and students, such as classroom discipline, teacher negligence, and students' rights. The legal process, structures of the law, legislation/litigation, and practices to avoid legal infringements are addresses.

EDU 673 National Board Portfolio Developments (3)

Prerequisite(s): Orientation Presentation for National Board (held in the spring, 2 contact hours).

This course focuses on applying the Core Propositions of the National Board for Professional Teaching Standards (NBPTS) to developing a professional portfolio in the teacher's content area. Students are taught to describe, analyze, explain, and reflect on their teaching practice.

EDU 674 Instructional Leadership (3)

Students examine leadership roles as forces which define the quality of educational institutions. Leadership theories, classic and contemporary models are studied. Themes such as organizational climate, systems thinking, collaboration and change management are discussed in depth. Knowledge, skills and attitudes essential to effective school leadership are studied. Reactions to school reform are discussed in-depth. Teachers' and principals' reactions to change, and the gaps in their perceptions will be analyzed. No Child Left Behind implications will be analyzed.

EDU 675 School Finance (3)

This course is a graduate study of financing public education systems in the United States, focusing on federal, state and local financing of schools; equalization of educational opportunity; sources of school revenue; school budgets; and the business practices employed in the daily operations of a school district. An important element of this course is the integration of finance issues with the issues of priority setting, educational goals, curriculum and general administrative practice at the school site level. Emphasis will be placed on principals and practices relating to Ohio public school finance.

EDU 676 Educational Administration (3)

This course is a practical introduction to the theories and every day practices of educational leadership. The course is designed to provide an examination of organizational behavior as well as introduce you to the challenges that will face you as an educational leader. Students will further be introduced to models of supervision that will have an effect on student achievement through the practice of observation and evaluation, improve instruction, and aid in the development curriculum.

EDU 677 Principal Internship (6)

Prerequisite(s): EDU 674, EDU 676 & SED 670

This experience is to provide the participant with an opportunity to relate the course work and research to actual practice while engaged in specific dimensions of leadership in the school. Work will be done under the supervision of the building administrator as well as College of Mount St. Joseph faculty. Student will spend one third of the time in a public school; one third, in a private school; and one third, in a small business.

EDU 700 Statistics and Research (3)

Problem definition, hypothesis construction, variables, literature review, research designs, statistical methods, collecting, analyzing, and interpreting data. The course will culminate in a research proposal.

EDU 701 Educational Psychology (3)

A study of the teaching/learning process, what learning is and how it occurs according to three major classifications of theories and 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, including individual differences of students, the teacher and the classroom environment and measurements.

EDU 702 Ethics for Educators (3)

This course is a study of 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)

The development of the master's Research Project is the culmination of EDU 700 Statistics and Research course, which is required before taking EDU 705. In the course EDU 700 the student develops a research proposal which is completed during the semester the student is enrolled in EDU 705 Research Project.

EDU 705A Graduate Capstone Presentation (0)*Prerequisite(s):* EDU 700*Corequisite(s):* EDU 705 or SED 650

The graduate capstone is a formal poster presentation on the research project. Students will participate in a poster session with other MA candidates, and share a summary of their research project completed in EDU 705. Passing the capstone is a requirement of graduation from the Mount with a MA degree in Education.

HUM 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.

IEC 510 Assessment and Diagnosis of Young Children (3)*Prerequisite(s):* IEC 630.

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

IEC 530 Integrating an Inclusive Early Childhood Curriculum: Math, Science and Social Studies (3)

Providing a learning environment in which young children develop key concepts and knowledge in mathematics, science, understanding, and relationships using a variety of meaningful activities, solving concrete and real life problems; emphasizes thinking, reasoning and problem solving.

IEC 533A Inclusive Early Childhood Practicum: Literacy (1)*Prerequisite(s):* Acceptance into Education Department required.

Three Inclusive Early Childhood Practica of 50 hours each. Three practica of supervised teaching in an ECE setting (50 hours in Literacy and 50 hours in Integrating the Curriculum) and one practicum (50 hours) working with families and professional agencies in the schools; participating under supervision as an interagency and intra-agency team member providing consultation services.

IEC 533B Inclusive Early Childhood Practicum: Integrating the IEC Curriculum - Math, Science, Social Studies (1)*Prerequisite(s):* Acceptance into Education Department required.

Three Inclusive Early Childhood Practica of 50 hours each. Three practica of supervised teaching in an ECE setting (50 hours in Literacy and 50 hours in Integrating the Curriculum) and one practicum (50 hours) working with families and professional agencies in the schools; participating under supervision as an interagency and intra-agency team member providing consultation services.

IEC 533C Inclusive Early Childhood Practicum: Working with Families and Agencies (1)*Prerequisite(s):* Acceptance into Education Department required.

Three Inclusive Early Childhood Practica of 50 hours each. Three practica of supervised teaching in an ECE setting (50 hours in Literacy and 50 hours in Integrating the Curriculum) and one practicum (50 hours) working with families and professional agencies in the schools; participating under supervision as an interagency and intra-agency team member providing consultation services.

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

Investigates the conditions, legal issues, legislation, public policies, and programs that affect children and their families; the historical and philosophical backgrounds of early childhood and special education.

IEC 620 Working With Families (3)

Working with families and other professionals to plan educational and intervention strategies for young children and their families. Course includes developing IFSPs.

IEC 625 Administration of Early Childhood Education Programs (4)

Management and administration of early childhood programs. Includes providing a quality program; working with parents and staff.

IEC 630 Promoting Young Children's Development (4)

Specialized study of the physical, social, emotional, cognitive, moral/ethical, and aesthetic development of typical and atypical children from birth to age 8 and the application of developmental theories to providing a learning environment and learning experiences which support and enhance the development of all young children.

IEC 650 Seminar in Early Childhood Education (3)

Corequisite(s): IEC 444.

This course is designed to extend the knowledge of child development and learning and the implications for early childhood programs.

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. Field component.

MCE 533A Middle Childhood Education Literacy Practicum (1)

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.

MCE 533B Middle Childhood Education Content Practicum (1)

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.

MCE 533C Middle Childhood Practicum (1)

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.

MCE 540 Middle Adolescent & Partnerships (3)

New Course

This course is designed to familiarize the pre-service teacher in Middle Childhood Education to the theories, practice, skills, and knowledge of school partnerships across home and school, community, and other collaborative agencies and organizations. There is an emphasis in this course to develop understandings of diverse contexts and ethics when working with families and adolescents. Students will gain a richer sense of meaningful partnerships for effective teaching practices in school contexts. Student will also gain skills to work with and support families and other professionals to plan educational and intervention strategies for adolescents and their families.

MCE 630 Integrated Methods (3)

Prerequisite(s): MCE 500.

This course is designed to enable the middle level preprofessional teacher to design and plan lessons, units and curricula which reflect an understanding of the way middle level students learn effectively. The emphasis is on integrated curriculum and active learning for a diverse student population. Preprofessional teachers will meet in a variety of groupings allowing for feedback and collaboration with colleagues. The course content will depend heavily upon the field experiences taken concurrently. Field component in diverse settings.

MCE 640 Middle School Issues and Policies (3)

A study of policies affecting and governing present day middle schools will be covered. National and state issues affecting middle school and middle level students will be discussed. Students will be expected to trace the development of present middle level education philosophy and policy from inception. Visioning future middle level education grounded in research will be encouraged.

MGT 610 People in Organizations (3)

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

MGT 620 Management of Technology (3)

Prerequisite(s): 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 645 Organization Theory and 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.

MOL 600 Exploring Leadership (3)

Prerequisite(s): 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 605 Methods of Organizational Research (3)

This course introduces the organizational research process, the ethical issues involved in organizational research, the methodologies employed to analyze data, and the appropriate methods of effectively reporting organizational research results. Emphasis will be placed on critical thinking and analysis.

MOL 690 Integrative Project (3)

This course is an integrative experience in which the student applies the knowledge, skills and understand-

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

Emphasis is on 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 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.

NUR 500 Health Assessment (3)

Prerequisite(s): 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 500A Health Assessment LAB (0)

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 Evidence-based Primary Health Care Nursing with Chronically Ill Clients (3)

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 501A Nursing Skills LAB (0)

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 501C Evidence-based Primary Health Care Nursing with Chronically Ill Clients Cli-

cal

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

Prerequisite(s): NUR 501/501A

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 health communities, social issues, and life style 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 and Infants (3)

Prerequisite(s): NUR 511/512

This course explores the needs and health concerns of women across the life span 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; 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 and Families (3)

Prerequisite(s): NUR 511/512

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 Mentally Ill (3)

Prerequisite(s): NUR 500, 501, 517/517A, BIO 501

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(s): NUR 512

This course involves a clinical practicum, primarily in one of two areas that reflects the student's choice: 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 medical-surgical 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 Evidence-based Primary Health Care Nursing with Critically Ill Clients (6)

Prerequisite(s): NUR 507

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 508A Evidence-based Primary Health Care Nursing with Critically Ill Clients (0)

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(s): 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 doing an integrative project that combines clinical reasoning and professional competence.

NUR 510 Primary Health Care Nursing Graduate Seminar (1)

Prerequisite(s): 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 511 Evidence-based Primary Health Care Nursing with Acutely Ill Client (4)

Prerequisite(s): NUR 500, NUR 501, NUR 517/517A, BIO 501

Concurrent requisite(s): NUR 503, NUR 506, NUR 512, NUR 531

This course is a continuation of NUR 501 and is taken concurrently with NUR 512 which provides a clinical application of the content. The focus of the course is illness intervention and health management with individuals experiencing medical/surgical problems. Current research, standards of care, and clinical pathways

are considered when discussing a variety of conditions. Conditions and therapeutic nursing care are discussed within a nursing process framework, emphasizing pathophysiology, theory, evidence-based practice, and interdisciplinary aspects of patient care.

NUR 512 Evidence-based Primary Health Care Nursing Clinical with Acutely Ill Clients (4)

Prerequisite(s): NUR 500, NUR 501, NUR 517, BIO 501

Concurrent requisite(s): NUR 511, NUR 503, NUR 506, NUR 531

This course is a co-requisite for NUR 511 and NUR 506 and provides a practical application of its content. The focus of the course is illness intervention and health management with individuals experiencing medical/surgical/mental health problems in the acute care setting. Emphasis is placed on developing assessment skills, making clinical judgments, and implementing safe, effective nursing care. Students use critical thinking and communication skills to implement therapeutic nursing interventions in clients with acute/chronic conditions.

NUR 515 Professional Roles and Issues (3)

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 Pharmacology and Medication Administration (3)

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 life span 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 517A Pharmacology LAB(0)

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 life span 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 531 Research I (3)

Prerequisite(s): NUR 500,501,515,517,BIO 501

Concurrent requisite(s): NUR 502,502C,503,506

This course is designed to help students explore the development of nursing knowledge through theory and research. An overview of philosophical and historical influences on the development of theory and research in nursing and related fields are explored. Processes to critique, evaluate and utilize theories and research findings are discussed. 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 through analytical reviews of relevant research. The role of the nurse researcher in promoting evidence-based practice and making the connection between theory, science and

practice is emphasized.

NUR 533 School Nurse Practicum (5-10 crs)

Designed for BSN-prepared registered nurses seeking school nurse licensure from the State of Ohio. Through intensive field experiences, registered nurse students, under the supervision of a licensed school nurse, develop the appropriate competencies for effective school nursing practice. 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.

NUR 631 Nursing Science and Theory II (3)

Prerequisite(s): NUR 531

This course builds on concepts learned in NUR 531 and emphasizes the critical appraisal and utilization of research findings. Research studies, both qualitative and quantitative, will be critically evaluated for clinical relevance. The application of statistical analysis, data management and reporting of research are discussed. Evidence based practice is explored including identification of a clinical issue, formulation of a researchable question, and performing an effective;/efficient search for sound evidence. Students will comprehensively search for the best evidence on a clinical issue and develop a plan to implement an evidence based practice change.

NUR 640 Health Care Policy (3)

The purpose of this course is for the student to gain a historical, political, economic, social, and financial perspective on 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.

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 them. Case studies will focus on timely, contemporary ethical issues in business, society and government.

PRL 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.

PSY 610 People in Organizations (3)

This course explores individual, group and organizational processes to increase understanding of self and others in organizations. Emphasizes 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 others attitudes and behavior, with an emphasis on management applications. A variety of influence methods will be examined.

PT 501 Clinical Medicine & Surgery I (1)

Prerequisite(s): BS 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. Graduate credit only.

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. Graduate credit only.

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. Graduate credit only.

PT 512 Therapeutic Procedures II (4)

Prerequisite(s): BS degree in Rehabilitation Sciences or equivalent.

Corequisite(s): PT 512A

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

PT 512A Therapeutic Procedures II Lab (0)

Prerequisite(s): BS degree in Rehabilitation Sciences or equivalent.

Corequisite(s): PT 512

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

PT 515 Evaluation & Treatment: Cardiopulmonary & Acute Care (3)

Prerequisite(s): BS Degree in Rehabilitation Sciences or equivalent.

Corequisite(s): PT 515A

Evaluation, treatment planning and therapeutic interventions of patients with complex medical conditions requiring physical therapy services are discussed; included are cardiopulmonary conditions, wounds and burns. Evaluation and treatment procedures 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. Graduate credit only.

PT 515A Evaluation & Treatment: Cardiopulmonary & Acute Care Lab (0)

Prerequisite(s): BS Degree in Rehabilitation Sciences or equivalent.

Corequisite(s): PT 515

Evaluation, treatment planning and therapeutic interventions of patients with complex medical conditions requiring physical therapy services are discussed; included are cardiopulmonary conditions, wounds and burns. Evaluation and treatment procedures 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. Graduate credit only.

PT 524 Neuroanatomy and Physiology (3)

New Course

Accelerated format course reviewing the functional anatomy and physiology of the human nervous system with lecture, problem-solving cases and laboratory experience. Gross anatomical structures and their function, including motor and sensory systems as well as higher cognitive regions, are discussed and correlated with clinical neurologic dysfunction. Emphasis is placed on those structures/functions of greatest importance to the successful practice of physical therapy.

PT 524A Neuroanatomy and Physiology Lab (0)

New Course

Accelerated format course reviewing the functional anatomy and physiology of the human nervous system with lecture, problem-solving cases and laboratory experience. Gross anatomical structures and their function, including motor and sensory systems as well as higher cognitive regions, are discussed and correlated with clinical neurologic dysfunction. Emphasis is placed on those structures/functions of greatest importance to the successful practice of physical therapy.

PT 525 Applied Orthopedics I - Extremities (7)

Prerequisite(s): PT 415/415A, PT 420/420A, and PT 440/440A.

Corequisite(s): PT 525A

A regional approach to examination, evaluation, treatment planning, and therapeutic exercise and manual therapy intervention techniques for common musculoskeletal conditions is 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 and principles of therapeutic exercise and manual therapy, and current outcomes research in the development of therapeutic interventions. Graduate credit only.

PT 525A Applied Orthopedics I - Extremities Lab (0)

Prerequisite(s): PT 415/415A, PT 420/420A, and PT 440/440A.

Corequisite(s): PT 525

A regional approach to examination, evaluation, treatment planning, and therapeutic exercise and manual therapy intervention techniques for common musculoskeletal conditions is 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 and principles of therapeutic exercise and manual therapy, and current outcomes research in the development of therapeutic interventions. Graduate credit only.

PT 526 Applied Orthopedics II - Spine (4)

Prerequisite(s): PT 525

Corequisite(s): PT 526A

This course provides a complete study of the anatomy of the human body. This course is primarily designed for the Doctor of Physical Therapy Program, and therefore, places emphasis on integrating basic knowledge gained in prerequisite coursework with an in-depth knowledge of the relationships of the skeletal, muscular, and peripheral vascular and nervous systems.

PT 526A Applied Orthopedics II - Spine Lab (0)

Prerequisite(s): PT 525.

Corequisite(s): PT 526

This course provides a complete study of the anatomy of the human body. This course is primarily designed for the Doctor of Physical Therapy Program, and therefore, places emphasis on integrating basic knowledge gained in prerequisite coursework with an in-depth knowledge of the relationships of the skeletal, muscular, and peripheral vascular and nervous systems.

PT 527 Surface Anatomy (1)

Prerequisite(s): Admission to the Physical Therapy program.

Integration of anatomy to the living human body including identification of surface anatomical features and development of palpation skills to locate bony landmarks, muscles, tendons, joints, ligaments, major nerves, and sites for palpation of pulses.

PT 528 Neuro Anatomy & Phys (L/L) (3)

Prerequisite: Admission to the Physical Therapy program Accelerated format course covering the functional anatomy and physiology of the human nervous system with lecture, problem-solving cases and laboratory experience. Gross anatomical structures and their function, including motor and sensory systems as well as higher cognitive functions, are discussed and correlated with clinical neurologic dysfunction. Emphasis is placed on those structures/functions of greatest importance to the successful practice of physical therapy.

PT 530 Applied Neuroscience (4)

Prerequisite(s): BIO 328/328A

Corequisite(s): PT 530A

The 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, plan of care and prognoses for neurological diagnoses across a patient/client's lifespan. Graduate credit only.

PT 530A Applied Neuroscience Lab (0)

Prerequisite(s): BIO 328/328A

Corequisite(s): PT 530

The 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, plan of care and prognoses for neurological diagnoses across a patient/client's lifespan. Graduate credit only.

PT 531 Neuro Rehabilitation (4)

Prerequisite(s): PT 530.

Corequisite(s): PT 531A

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. Graduate credit only.

PT 531A Neuro Rehabilitation Lab (0) .

Prerequisite(s): PT 530.

Corequisite(s): PT 531

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. Graduate credit only.

PT 545 Life Span Conditions & Treatment I (4)

Corequisite(s): PT 545A

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. Graduate credit only.

PT 545A Life Span Conditions & Treatment I Lab (0)

Corequisite(s): PT 545

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. Graduate credit only.

PT 546 Life Span Conditions & Treatment II (4)

Prerequisite(s): PT 545.

Corequisite(s): PT 546A

Emphasis theory, evaluation, treatment planning and implementation of therapeutic interventions with an emphasis on normal maturation and aging; 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 aging. Graduate credit only.

PT 546A Life Span Conditions & Treatment II Lab (0)

Prerequisite(s): PT 545.

Corequisite(s): PT 546

Emphasis theory, evaluation, treatment planning and implementation of therapeutic interventions with an emphasis on normal maturation and aging; 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 aging. Graduate credit only.

PT 550 Pharmacology (2)

An exploration of the basic principles of pharmacology, including pharmacokinetics and pharmacodynamics as well as toxicology. The mechanisms of action, indications, dosage, contraindications, adverse and side effects of medications administered to patients commonly treated by physical therapists are explored. Additionally, variations in the pharmacokinetics and pharmacodynamics across the lifespan – from infancy to aged – are discussed. Graduate credit only.

PT 551 Issues in Physical Therapy I (1)

Discussion of 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. Graduate credit only.

PT 552 Issues in Physical Therapy II (1)

Prerequisite(s): Clinical Internships I and II

A forum to discuss clinical experience and to explore current issues in physical therapy, ethical decision making in the clinic, resume writing, and interviewing skills. Graduate credit only.

PT 553 Issues in Physical Therapy III (1)

Preparation for entry into final clinical internships and entrance into the profession. Topics will include consulting, political issues, involvement in the American Physical Therapy Association (APTA), licensure, role as clinical educator, and clinical education requirements. Graduate credit only.

PT 555 Seminars in Physical Therapy (1-2)

Prerequisite(s): 5th Year Graduate Phase standing in Physical Therapy program.

Exploration of 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. Graduate credit only.

PT 565 Research Practicum I (2)

Prerequisite(s): PT 560

A research proposal is completed and presented. Instruction includes the application of statistical analysis, data management and reporting. Graduate credit only.

PT 566 Research Practicum II (2)

Prerequisite(s): PT 560 and PT 565.

Completion of the research project developed in PT 560/565. 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. Graduate credit only.

PT 570 Administration Theory & 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, including 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 PT departments and interaction across multiple disciplines. Graduate credit only.

PT 571 Administration Practicum (1-2)

Prerequisite(s): Permission of instructor.

Corequisite(s): PT 570.

Participation in physical therapy administrative functions in an actual PT department to experience and

develop an understanding of administration and management as they apply to the delivery of physical therapy services in health care facilities and organizations. The student is exposed to the operations of a PT department from an administrative standpoint rather than as a clinician. Graduate credit only.

PT 585 Clinical Internship I (5)

Prerequisite(s): PT 440/440A, PT 512/512A, PT 515/515A.

Full-time (40+ 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. Graduate credit only.

PT 586 Clinical Internship II (5)

Prerequisite(s): PT 440/440A, PT 512/512A, PT 515/515A.

Full-time (40+ 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. Graduate credit only.

PT 595 Clinical Internship III (5)

Prerequisite(s): All Physical Therapy Professional courses.

Full-time (40+ 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. Graduate credit only.

PT 596 Clinical Internship IV (5)

Prerequisite(s): All Physical Therapy Professional courses.

Full-time (40+ 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. Graduate credit only.

PT 599 Capstone Seminar (2)

Prerequisite(s): PT 595 and PT 596.

Culminating seminar with an emphasis on entry into the profession of physical therapy. Seminar will include entry-level professional expectations. Clinical knowledge will be reinforced and enhanced through advanced clinical topics/complex cases and selected guest faculty. Graduate credit only.

PT 601 Foundational Science (4)

New Course

This course is the first in a series of basic science courses for physical therapists that lay a foundation for the patient management courses. The emphasis of this course is on general principles of pathology (anatomy, histology, and physiology) and pharmacology. Additionally, the pathology and pharmacology related to cardiopulmonary and other medical conditions seen in the acute care setting will be studied.

PT 605 Exercise Physiology (4)

New Course

Principles of exercise physiology are presented as the basis for aerobic exercise prescription, resistance training, and exercise testing appropriate for individuals who are healthy, elderly, or who have a variety of pathologies. Acute and adaptive responses to exercise are examined from the molecular to the systems level with emphasis on the neuromuscular, cardiovascular, pulmonary, and endocrine systems. The student learns assessment techniques and training principles for neuromuscular and cardiopulmonary fitness including consultation for health and wellness populations. At risk populations will be identified and cultural influences and barriers to health, wellness, and exercise will be examined.

PT 605A Exercise Physiology Lab (0)

New Course

Principles of exercise physiology are presented as the basis for aerobic exercise prescription, resistance training, and exercise testing appropriate for individuals who are healthy, elderly, or who have a variety of

pathologies. Acute and adaptive responses to exercise are examined from the molecular to the systems level with emphasis on the neuromuscular, cardiovascular, pulmonary, and endocrine systems. The student learns assessment techniques and training principles for neuromuscular and cardiopulmonary fitness including consultation for health and wellness populations. At risk populations will be identified and cultural influences and barriers to health, wellness, and exercise will be examined.

PT 608 Biomechanics and Kinesiology (4)

New Course

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. Students integrate foundational sciences with current scientific literature to substantiate biomechanical principles and reasoning.

PT 608A Biomechanics and Kinesiology Lab I Lab (0)

New Course

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 as is the integration of anatomy to the living human body including identification of surface anatomical features and development of palpation skills to locate bony landmarks, muscles, tendons, joints, ligaments, major nerves, and sites for palpation of pulses. Students integrate foundational sciences with current scientific literature to substantiate biomechanical principles and reasoning.

PT 610 Basic Patient Care Skills (3)

New Course

Students will integrate foundational sciences with current literature to begin developing skills in critical thinking based on scientific evidence as they study principles and application of basic patient care, including identification of practice variations based on cultural differences. Skills essential to safe and effective treatment, including infection control, positioning/draping, bed mobility, range of motion (ROM), transfers, gait training, wheelchair measurement and training are learned. This course also includes theory, demonstration and practice in the scientific application of basic massage techniques; and introduction to documentation based on the disablement model. The student will complete clinic hours related to basic patient care skills.

PT 610A Basic Patient Care Skills LAB (0)

New Course

Students will integrate foundational sciences with current literature to begin developing skills in critical thinking based on scientific evidence as they study principles and application of basic patient care, including identification of practice variations based on cultural differences. Skills essential to safe and effective treatment, including infection control, positioning/draping, bed mobility, range of motion (ROM), transfers, gait training, wheelchair measurement and training are learned. This course also includes theory, demonstration and practice in the scientific application of basic massage techniques; and introduction to documentation based on the disablement model. The student will complete clinic hours related to basic patient care skills.

PT 611 Therapeutic Modalities with LAB (3)

New Course

Principles, theories and evidence for effective use of thermal, electrical, and mechanical agents as they apply to the clinical practice of physical therapeutic interventions are covered. Skills in safe and effective application of clinical modalities are developed during laboratory sessions followed by clinical experience in a patient-care setting. Leadership roles in delegation/supervision, instruction, and clinical decision-making regarding therapeutic modalities are emphasized.

PT 611A Therapeutic Modalities LAB (0)*New Course*

Principles, theories and evidence for effective use of thermal, electrical, and mechanical agents as they apply to the clinical practice of physical therapeutic interventions are covered. Skills in safe and effective application of clinical modalities are developed during laboratory sessions followed by clinical experience in a patient-care setting. Leadership roles in delegation/supervision, instruction, and clinical decision-making regarding therapeutic modalities are emphasized.

PT 612 Basic Examination & Evaluation (3)*New Course*

The course introduces the student to the patient/client management concepts from *The Guide to Physical Therapist Practice*, ed 2. Principles and application of systems review and basic examination techniques that are applicable to a variety of patient populations are learned. Emphasis is placed on differential diagnosis through clinical decision-making by integrating basic sciences of anatomy, physiology, kinesiology, and pathology with analysis and synthesis of subjective and objective patient data. The students learn upper and lower quarter screening examination techniques for musculoskeletal dysfunctions. Students develop examination skills on various patient populations in the classroom and clinic.

PT 612A Basic Examination & Evaluation LAB (0)*New Course*

The course introduces the student to the patient/client management concepts from *The Guide to Physical Therapist Practice*, ed 2. Principles and application of systems review and basic examination techniques that are applicable to a variety of patient populations are learned. Emphasis is placed on differential diagnosis through clinical decision-making by integrating basic sciences of anatomy, physiology, kinesiology, and pathology with analysis and synthesis of subjective and objective patient data. The students learn upper and lower quarter screening examination techniques for musculoskeletal dysfunctions. Students develop examination skills on various patient populations in the classroom and clinic.

PT 615 Therapeutic Exercise (4)*New Course*

Theory and principles of therapeutic exercise and related techniques used in the management of patients/clients with impairments that impede muscle performance and joint and connective tissue mobility are studied. The student learns therapeutic exercise, stretching, myofascial manipulation, aquatic therapy, 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. Treatment planning and implementation of comprehensive intervention programs, based on current outcomes research that supports functional restoration of the musculoskeletal system are discussed. Students develop therapeutic exercise skills on various patient populations in the classroom and clinic.

PT 615A Therapeutic Exercise LAB (0)*New Course*

Theory and principles of therapeutic exercise and related techniques used in the management of patients/clients with impairments that impede muscle performance and joint and connective tissue mobility are studied. The student learns therapeutic exercise, stretching, myofascial manipulation, aquatic therapy, 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. Treatment planning and implementation of comprehensive intervention programs, based on current outcomes research that supports functional restoration of the musculoskeletal system are discussed. Students develop therapeutic exercise skills on various patient populations in the classroom and clinic.

PT 650 Professional Socialization I (2)*New Course*

This course introduces students to the profession of physical therapy. The role, scope and utilization of the physical therapist in today's health care system are investigated. Foundational skills such as communication, patient education, and cultural competence are introduced. The ethical foundations of the profession are

examined and a framework for solving ethical dilemmas presented. This course expands the student's self-awareness in order to develop a foundation for personal and professional growth. The Generic Abilities are introduced with the expectations for development throughout the program.

PT 651 Professional Socialization II (2)

New Course

This course is a continuation of Professional Socialization I building upon the student's understanding of the role, scope, and utilization of the physical therapist in today's health care system. The course will also include discussion of issues related to clinical education. Emphasis is placed on professional behavior, role of the physical therapist on the healthcare team, and policies and procedures of clinical education. The class will discuss and explore the opportunities for and benefits of pro bono service.

PT 661 Foundations of Critical Inquiry in Physical Therapy (3)

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. The course explores the continuum of research, as well as the categorization of clinical research into levels of evidence. The course introduces the student to evidence based physical therapy practice and the concepts of clinical research methodology and measurement. Concepts of reliability, validity, sampling, and design issues are explored including relevant statistical applications related to the topics. Ability to critically appraise literature relevant to the practice of physical therapy is introduced in this course and fostered throughout the remainder of the professional curriculum.

PT 662 Research In Physical Therapy (3)

This course is the second in a series of courses designed to foster the utilization of and production of research literature into the practice of physical therapy. The course will expand upon the concepts of clinical research methodology and measurement including specific design types, analysis, and reporting. Individual instructional guidance will also be provided to students and result in a completed research or project proposal that is presented at the end of the semester.

PT 701 Differential Dx, Imaging and Medical Screening (1)

The course will address the process of differential diagnosis, medical screening and radiographic imaging. Students will be asked to consider how imaging contributes to diagnosis, then how diagnosis and system classification relate to physical therapy interventions and patient outcomes. The course also provides students with knowledge and skills needed to assist in the screening of patients for medical conditions which require physician examination.

PT 702 Foundational Science II (3)

Second in a series of basic science courses for physical therapists with emphasis on the pathology (anatomy, histology, and physiology) and pharmacology of musculoskeletal and orthopedic disorders, as well as medical and surgical screening procedures (MRI, CT scan, X- ray, myelogram, bone scan) and other general medical and surgical issues important for understanding orthopedic disorders.

PT 703 Foundational Science III (3)

Third in a series of basic science courses with emphasis on the pathology (anatomy, histology, and physiology) and pharmacology of neuromuscular and neurologic disorders, as well as other medical and surgical screening procedures (neuro-imaging) and general medical and surgical issues important for understanding neuromuscular and neurologic disorders.

PT 715 Patient Management: Acute Care & Cardiopulmonary (3)

Examination, evaluation, treatment interventions, and discharge planning for patients treated in the acute care setting, including the intensive care unit. Emphasis is placed upon synthesis, analysis, and integration of subjective and objective patient data, including integration of data from ECG, blood tests, and pulmonary function tests, for scientific clinical decision making. This course covers common patient diagnoses seen in acute care including acute cerebral vascular accidents (CVA), diabetes, general medical, and post surgical conditions with emphasis on the cardiopulmonary, and integumentary (burns and wounds) systems. The course includes medical/surgical guest lectures and coordination with clinical skills experience in the acute

care setting.

PT 715A Patient Management: Acute Care & Cardiopulmonary LAB (0)

Examination, evaluation, treatment interventions, and discharge planning for patients treated in the acute care setting, including the intensive care unit. Emphasis is placed upon synthesis, analysis, and integration of subjective and objective patient data, including integration of data from ECG, blood tests, and pulmonary function tests, for scientific clinical decision making. This course covers common patient diagnoses seen in acute care including acute cerebral vascular accidents (CVA), diabetes, general medical, and post surgical conditions with emphasis on the cardiopulmonary, and integumentary (burns and wounds) systems. The course includes medical/surgical guest lectures and coordination with clinical skills experience in the acute care setting.

PT 720 Patient Management: Applied Orthopedics I (6)

A regional approach to examination, evaluation, treatment planning, therapeutic exercise, and manual therapy intervention techniques for common musculoskeletal conditions of the extremities and posture is studied. Emphasis is placed on clinical decision-making by integrating basic sciences of anatomy, physiology, kinesiology, and pathology with analysis and synthesis of current outcomes research on effectiveness of therapeutic exercise and manual therapy interventions. Students advance skills in screening, systems review, differential diagnosis, and patient/client management within the scope of physical therapy practice. Clinical skills experience is coordinated in a patient care setting.

PT 720A Patient Management: Applied Orthopedics I LAB (0)

A regional approach to examination, evaluation, treatment planning, therapeutic exercise, and manual therapy intervention techniques for common musculoskeletal conditions of the extremities and posture is studied. Emphasis is placed on clinical decision-making by integrating basic sciences of anatomy, physiology, kinesiology, and pathology with analysis and synthesis of current outcomes research on effectiveness of therapeutic exercise and manual therapy interventions. Students advance skills in screening, systems review, differential diagnosis, and patient/client management within the scope of physical therapy practice. Clinical skills experience is coordinated in a patient care setting.

PT 721 Patient Management: Applied Orthopedics II (5)

Examination, evaluation, treatment planning, therapeutic exercise, and manual therapy intervention techniques for common musculoskeletal conditions of the axeskeleton (head, neck, trunk, low back, and pelvis) are learned. Emphasis is placed on clinical decision-making by integrating the basic sciences of anatomy, physiology, kinesiology, and pathology with current outcomes research. Common medical and surgical management of the spine is included. Students develop basic skills in manual therapy spinal examination and treatment techniques followed by clinic experience in a patient-care setting.

PT 721A Patient Management: Applied Orthopedics II LAB (0)

Examination, evaluation, treatment planning, therapeutic exercise, and manual therapy intervention techniques for common musculoskeletal conditions of the axeskeleton (head, neck, trunk, low back, and pelvis) are learned. Emphasis is placed on clinical decision-making by integrating the basic sciences of anatomy, physiology, kinesiology, and pathology with current outcomes research. Common medical and surgical management of the spine is included. Students develop basic skills in manual therapy spinal examination and treatment techniques followed by clinic experience in a patient-care setting.

PT 730 Patient Management: Neurological Rehabilitation I (4)

This course reviews the fundamentals of neuroscience as they relate to neurologic function/dysfunction and physical therapy management of neurologic conditions. Theories of motor control and motor learning are presented and normal/abnormal control of movement examined. Students learn examination, evaluation and intervention techniques for patients with neurological dysfunction requiring physical therapy intervention.

PT 730A Patient Management: Neurological Rehabilitation I LAB (0)

This course reviews the fundamentals of neuroscience as they relate to neurologic function/dysfunction and physical therapy management of neurologic conditions. Theories of motor control and motor learning are

presented and normal/abnormal control of movement examined. Students learn examination, evaluation and intervention techniques for patients with neurological dysfunction requiring physical therapy intervention.

PT 731 Patient Management: Neurological Rehabilitation II (4)

This course content is a continuation of PT 730 emphasizing the management of patients with neuromuscular dysfunction and motor control deficits. The clinical presentation and medical management of common neurological diagnoses are included. Emphasis is placed upon the analysis of subjective and objective patient data with current research to evaluate, diagnose and develop a physical therapy plan of care. Clinical experiences will be incorporated into this course.

PT 731A Patient Management: Neurological Rehabilitation II LAB (0)

This course content is a continuation of PT 730 emphasizing the management of patients with neuromuscular dysfunction and motor control deficits. The clinical presentation and medical management of common neurological diagnoses are included. Emphasis is placed upon the analysis of subjective and objective patient data with current research to evaluate, diagnose and develop a physical therapy plan of care. Clinical experiences will be incorporated into this course.

PT 745 Patient Management: Integrated Rehabilitation (3)

This course examines the emotional, psychosocial, and spiritual issues of complicated patients and the relationship to holistic health integration. An emphasis will be placed on communication, counseling, and collaboration with community healthcare providers.

PT 745A Patient Management: Integrated Rehabilitation LAB (0)

This course examines the emotional, psychosocial, and spiritual issues of complicated patients and the relationship to holistic health integration. An emphasis will be placed on communication, counseling, and collaboration with community healthcare providers.

PT 746 Patient Management: Lifespan I - Pediatric Conditions (3)

This course introduces student to normal developmental changes that occur from birth to adolescence. Pathological conditions and issues related to pediatric populations are included. Examination and evaluation skills and therapeutic intervention techniques are applied to a pediatric population. Emphasis is placed upon synthesis, analysis, and integration of subjective and objective patient data for effective patient/client management.

PT 746A Patient Management: Lifespan I - Pediatric Conditions LAB (0)

This course introduces student to normal developmental changes that occur from birth to adolescence. Pathological conditions and issues related to pediatric populations are included. Examination and evaluation skills and therapeutic intervention techniques are applied to a pediatric population. Emphasis is placed upon synthesis, analysis, and integration of subjective and objective patient data for effective patient/client management.

PT 747 Patient Management: Lifespan II - Geriatric Conditions (3)

New Course

This course reviews the physical therapy management (examination, evaluation, diagnosis, prognosis, intervention and documentation) of elderly patients. Emphasis is placed upon the integration of subjective and objective patient data with current research and patient preferences for effective clinical decision making. Clinical experiences are incorporated into this course.

PT 747A Patient Management: Lifespan II - Geriatric Conditions LAB

New Course

This course reviews the physical therapy management (examination, evaluation, diagnosis, prognosis, intervention and documentation) of elderly patients. Emphasis is placed upon the integration of subjective and objective patient data with current research and patient preferences for effective clinical decision making. Clinical experiences are incorporated into this course.

PT 748 Lifespan Lab (1)*New Course*

This course complements the Lifespan I (PT 846) and Lifespan II (PT 847) courses and runs concurrently. The course is laboratory based, and provides an opportunity for application of the didactic information presented in PT 846 and PT 847. Students will learn and practice the psychomotor skills necessary for effective examination, evaluation and intervention of both pediatric and geriatric patient populations.

PT 752 Professional Issues in Physical Therapy I (1)

This course precedes the first clinical internship and provides continuation of discussion of issues related to clinical internships. Emphasis is placed on professional behavior, methods of evaluation, role of the student in the clinic, feedback, supervision and delegation. Also covered are the Health Insurance Portability and Accountability Act (HIPAA) and Occupational Safety and Health Administration (OSHA) regulations. The student will expand on or develop a new service-learning experience.

PT 754 Professional Issues in Physical Therapy II (1)

This course will cover issues related to clinical education including a review of the assessment method, delegation, scope of practice, communication, and documentation in preparation for the second clinical internship experience. This course will provide a forum to discuss moral and ethical decision-making in the clinic. Service-learning experiences are integrated into the course.

PT 755 Cultural Issues in Health (3)

This course will address cultural biases related to injury and disease prevention, health care beliefs, injury and disease care practices, as well as cultural barriers to health care. Students will explore cultural values and beliefs as they impact health, wellness and disease.

PT 782 Internship I (7)

Full-time (37+ hours per week) clinical assignment for 12 weeks that provides the intern with opportunities for supervised patient management, including examination, evaluation, program planning, discharge planning, and intervention of patients in an outpatient orthopedic setting. Students experience opportunities for interaction with health-care providers and personnel at all levels of management. Students complete an evidence-based in-service presentation and participate in self-assessment.

PT 853 Health Care Policy (3)

This interdisciplinary course explores health care systems in the United States from a historical, political, economic, social, and financial perspective. 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 the health care professional can take in affecting the health care system. Areas of exploration include: cost containment, managed care, social justice issues, quality assurance, legislative and regulatory controls, long-term care, and ethical/legal issues. Service-learning experience will be integrated with this course.

PT 855 Professional Issues In Physical Therapy III (1)

This course prepares the student 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. Students also complete a service-learning experience.

PT 863 Research Practicum (3)

This course is the third in the research series with the culmination of research study or project. The student's research or project proposal from PT 762 is completed and developed for presentation and publication. Research includes data collection, data analysis, interpretation of the findings and the development of conclusions and discussion. A project includes development of a useable tool (educational or clinical) with a supporting pilot study and analysis of professional quality. Individual instructional guidance is provided to include the application of statistical analysis, data management and reporting.

PT 870 Administration, Consultation & Management (3)

This course examines the leadership and management roles of the Physical Therapist as an administrator and as a consultant. Concepts applied to the delivery of physical therapy services in health care facilities and organizations are studied, including planning and decision making, budgeting, fiscal management, marketing, and designing educational programs and services. The student learns how to effectively use essential communication and personnel management skills including assertiveness, negotiation, and conflict management. Leadership roles in patient/client advocacy, accountability, and social responsibility are also explored.

PT 875 Elective Seminars in Physical Therapy (3)

Exploration of special topics in Physical Therapy utilizing a seminar, weekend, distance learning, or other non-traditional format. Students, under the direction of the physical therapy faculty choose areas of interest, establish objectives, and agree to a learning contract for credits earned. The seminars may be scheduled any time during the 3rd year, and if conducive to learning, may be scheduled concurrent with internships III or IV.

PT 875P Elective Seminars in Physical Therapy (3)N

Exploration of special topics in Physical Therapy utilizing a seminar, weekend, distance learning, or other non-traditional format. Students, under the direction of the physical therapy faculty choose areas of interest, establish objectives, and agree to a learning contract for credits earned. The seminars may be scheduled any time during the 3rd year, and if conducive to learning, may be scheduled concurrent with internships III or IV.

PT 876 Independent Studies in Physical Therapy (6)

This course allows for the exploration of special topics or experiences of interest to individual students to enrich specific courses or expand on experiences requiring in-depth study. Students, under the supervision of the physical therapy faculty identify an area of study, establish objectives, and agree to a learning contract for credits earned. The independent study may be scheduled any time during the 2nd or 3rd year, and if conducive to learning, may be scheduled concurrent with internships III or IV. (Note: A maximum of 3 credit hours may be applied towards the 6 hours of electives.)

PT 881 Internship II (7)

Full-time (37+ hours per week) clinical assignment for 10 weeks that provides the intern with opportunities for supervised patient management, including examination, evaluation, program planning, discharge planning, and intervention of patients in an acute care hospital setting. Students experience interaction with health-care providers and personnel at all levels of management. Students complete an evidence-based in-service presentation and participate in self-assessment.

PT 883 Internship III (7)

Full-time (37+ hours per week) clinical assignment for 12 weeks that provides the intern with opportunities for supervised patient management in examination, evaluation, program planning, discharge planning, and intervention of patients with neurologic and geriatric diagnoses requiring physical therapy in an inpatient or outpatient rehabilitation hospital, skilled nursing facility, or nursing home. Students experience opportunities for interaction with health-care providers and personnel at all levels of management. Students complete an evidence-based in-service presentation, develop an evidence-based complex patient case study, and participate in self-assessment.

PT 884 Internship IV (7)

Full time (37+ hours per week) clinical assignment that provides the intern with opportunities for supervised patient management including evaluation and treatment of patients in an area of the student's interest. Interns participate in physical therapy administrative and consulting functions to experience and develop an understanding of administration and consulting as they apply to the delivery of physical therapy services in health care facilities and organizations.

PT 890 Doctoral Capstone (2)

Culminating seminar with an emphasis on entry into the final internship experience and into the profession

of physical therapy. Included are entry-level professional expectations. Educational and clinical experiences will be reinforced and enhanced through shared experiences and analysis of complex case studies, discussion of service learning experiences, research experiences, portfolio assessment, and discussions with selected guest faculty.

RDG 511 Content Reading (3)

Prerequisite(s): 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.

RDG 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.

RDG 538 Diagnosis and Remediation of Reading Problems (3)

The purpose of this course is to provide instruction to preservice or inservice teachers concerning the diagnosis of reading difficulties in students. The assessment instruments to use when determining the causes of reading difficulties will be stressed. Specific tests for these purposes will be introduced, explained and later administered to students who have been identified as having reading disabilities. Specific needs of a diverse population and/or cultural needs will be included.

RDG 539 Clinical Experiences in Reading (3)**RDG 540 Literacy Development for the Young Child (3)**

Prerequisite(s): 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.

RDG 555 Literacy 2: Promoting Literacy/Reading Development (3)

Promoting literacy through its integration into an early childhood curriculum and development reading through a variety of meaningful activities and projects which meet the needs of diverse learners; evaluating materials, technology and activities; using appropriate informal and formal assessments and interpreting the results for planning.

RDG 610 Literacy Development for Multicultural Special Education (3)

New Course

Prerequisite(s): Admission to the Education Department

This course focuses on the acquisition of literacy at home and at school. The cultural and cognitive aspects of literacy are explored along with the interactions between written and spoken language and between reading and writing. The course addresses current and emerging philosophies and methods on teaching reading to culturally diverse second language learners, including review of materials, strategies for teaching reading and writing skills, and important considerations for transference from first language to second language. A clinical experience is required with this course.

RDG 617 Multisensory Approach in Teaching Reading (3)

New Course

This course focuses on multisensory strategies to teach reading and writing to school age children who have struggled with acquiring literacy. Emphasis is on phonological training as well as direct, multisensory instruction and the structure of the English language. Graduate students will participate in a structured, directly supervised field experience, which is required with this course.

REL 530 Revelation, Doctrine and Creed (3)

This course exams the development of doctrine in the Roman Catholic Church, and the theological foundations of key doctrines. The course begins with the question of revelation and the manner in which revelation becomes integrated into the community and becomes a creedal confession of faith. The class will then examine how this confession of faith is expounded upon and defined via theological language into doctrine and dogma according to the language and culture of the times from the Patristic period, through to the Scholastic medieval periods, into our own contemporary language, culture, and understanding.

REL 544 The Theology of Healing (3)

An analysis of health which includes the physical, emotional and spiritual perspectives. The role of spirituality in the process of healing.

REL 549 Roman Christianity (3)

This course is designed to provide the student with on site learning and experience of Christianity in the city of Rome, one of the three early centers of the formation of ancient Christianity.

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.

RPS 500 Theology of Ministry and Pastoral Care (3)

This course will introduce pastoral care and ministry, beginning with an overview of the history of pastoral care in the Christian tradition. Students will begin focusing on the particular kinds of pastoral care and ministry that have effected their own story. Panelists will offer insights about the opportunities, challenges and graces that come with various ministerial commitments. This course will conclude with an inventory of suggestions and services that are available to support you as you move through this program, such as spiritual direction, counseling and ministry involvement.

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 & Community Systems (3)

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. In Genesis, God "walks in the garden" to encounter Adam and Eve. Moses first encounters God in a bush and his people are freed through natural plagues and physical death. The prophets see God's hand in the political-social-economic events of the day, and call people to live justly through it all. 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 the church today. Students will explore contemporary theologies of church, examining the congregation as a system. 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 the environmental ethics, using the resources of the Christian tradition.

RPS 512 Pastoral Practicum (1-6)

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

RPS 514 Spirituality of Leadership (3)

This course explores the relationship between ones personal spirituality and effective leadership. Further, it considers leadership in the workplace as a personal calling. The course will explore ones 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.

RPS 517 Spirit Intervent in Com Settings (3)

This course promotes spiritual growth as an approach for clearly identifying and effectively ministering to major needs of at-risk populations. Content includes strategies, processes, and frameworks for facilitating wellness within various educational and community institutions.

RPS 526 Spirt of Johannine Literature (3)

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 crisis, 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 as way that it can be utilized in the practice of ministry.

RPS 530 Lay Ecclesial Ministry (3)

New Course

We live in exciting time for the universal church! Our global societies impact our ecclesial realities stretching our hearts, minds and bodies toward increasingly creative responses. At the same time, people struggle to name and claim core beliefs, values and traditions. In the midst of "Spirited" dialogue, new opportunities for following God's lead emerge. In this course we will explore biblical, historical, theological, ecclesial, cross-cultural, practical and spiritual facets of what the U.S. Bishops have named "lay ecclesial ministry."

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

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(s): RPS 531 Parish Nursing/Health Ministries I.

In this course, the student will spend approximately 45 hours working on clinical projects related to the Parish Nursing/Health Ministry I: Introduction to Practice course. 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)

Prerequisite(s): RPS 531 Parish Nursing/Health Ministries I.

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)

Prerequisite(s): RPS 531, RPS 532, RPS 533.

In this course, the student will spend approximately 45 hours working on clinical projects related to the 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 535 Holistic Wellness: Theory and Practice (3)

This interactive course will introduce participants to a number of simple, effective holistic practices from different countries and cultures. Practices include Tai Chi, meditation and body movement, acupressure for alleviating pain and stress-related problems, visualization and breathing and hand massage. There will also be time for reflection and sharing. The simplicity of the work invites participants to easily share what they learn with others and is especially valuable to those working in education, health ministries, parish nursing, counseling, etc. Much of the content of the workshop is based on the work of Dr. Patricia Cane and Capacitar International, Inc.

RPS 538 Laity, Spirituality and Ministry (3)

New Course

This course examines the spiritual care of minister and ministry. How can spirituality of the laity be encouraged and nurtured in a ministerial context? What are the spiritual resources that support discernment of ministerial gifts and talents? What spiritually sustains the lay minister in the ministerial context? Beginning with a study of Thomas O'Meara's prophetic discussion of "Ministry and Ministers," students will be invited to examine the deep roots of, resources for, and influence of spirituality and ministry in contemporary spiritual care of the laity. Practical strategies for developing and sustaining a healthy identity as a spiritually grounding ministerial context will be discussed, including prayer, contemplation, Biblical reflection, holistic self-assessment, and maintaining healthy relationships within the ministerial context.

RPS 540 Philosophy and Methods in Religious Education (3)

This course is an introduction to the field of Christian religious education. Along with studying the ideas and events which have shaped the teaching of Christian faith, participants will examine the wider contents - church, family, community - in which this activity takes place.

RPS 542 Critical Issues in Ethics (3)

We 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. We will examine theological foundations of this movement by reading the works of both sympathizers and critical observers; we will at the same time maintain an eye toward practical or pastoral implications of this approach.

RPS 543 Christian Mystical Tradition ;i;Spirit/Theology Resource Lay Ministers;i; (3)*New Course*

This course provides an overview of several Christian mystics (Bernard of Clairvaux, Francis of Assisi, Julian of Norwich, and Teresa of Avila), mining their writings for their theological insights and their contributions to spiritual formation. Class sessions will consist primary of the discussion of texts, but individual and communal contemplative practices will also be introduced. Students will gain a greater appreciation of the Christian mystical tradition in general as well as developing spiritual practices for their ongoing personal/spiritual development and for their pastoral work.

RPS 548 Spirituality of Marriage and Family (3)*New Course*

The focus of the Spirituality of Marriage and Family course will be to explore the possibilities and meaning of ministry to families within the local church context. This context is viewed as systemic, developmental in the scope of the marital and family life cycle, and theological as it reflects the operative theology of ministry to the family.

Historically, the church has ministered to families either at the moment of crisis, or through the education of the individual. The core concepts of 'family perspective' and 'family enrichment' which will be developed in the course, in an effort to broaden our ministerial opportunities to enable Christian families to reduce tension and build competence as a system.

Ministerially we will explore how the Christian community, through peer ministry, can empower families "to become who they are" and embrace their vocation as domestic church. (John Paul II Familiaris Consortio.)

RPS 551 Youth Ministry (3)

Come wrestle with some of the most current research and thinking on adolescent spirituality. How do Gen X young adults and Millennial youth differ, and what are their unique spiritual needs and challenges? Explore the impact of our postmodern culture on adolescent spirituality, and draw implications for pastoral ministry with youth and young adults. The classroom dynamic will include interaction with panels of youth and young adults.

RPS 552 Theology of Healthcare Ethics (3)

This course is designed to offer students an introduction to Christian health care ethics. We begin by exploring foundational issues such as the nature of morality, the distinction between philosophical and theological ethics, and the importance of rightly formed conscience. We then focus on specific medical issues such as abortion, artificial methods of conception, genetic testing/cloning, stem cell research, and euthanasia. For each of these issues, we will discuss the underlying moral principles and then seek to articulate an appropriate Christian response to them. Students will be challenged to appropriate into their own lives the

lessons learned from both the readings and classroom discussions in order to help them formulate appropriate moral responses to these issues.

While this course does not assume any prior knowledge of theological health care ethics, we will nevertheless discuss the various concepts at a fairly "deep" level. Students will be encouraged to speak from their own convictions to enlighten others as to differing points-of-view concerning these issues and also to convey these convictions in written form. Also, because of the nature and mission of Mount St. Joseph, in this course I will proceed from the theological perspective of the Roman Catholic Church. I must note, however, that the objective of the course is not to "convert" students to Catholicism or to any other expression of Christian faith. Instead, its purpose is to introduce students to the basic foundations of Christian health care ethics and allow them to critically reflect upon these foundations for their own lives.

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 those persons are involved in. Students taking this course should not expect to emerge from it as marital and 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 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 becoming clearer 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 563 Life Through Death (3)

RPS 575A Integrating Project - offered in fall (2)

The subject of the integrating project is the research, design, implementation, and evaluation of a pastoral ministry area based on the learning accomplished in the program. This component is designed to be a synthesizing experience, which blends theory with practice and academic studies with work experience. The final project is linked as closely as possible to the student's present or projected ministry. The student will complete the project under the supervision of program faculty. The thesis paper will integrate and reflect the spiritual and pastoral care and theological learning from the curriculum.

RPS 575B Integrating Project - offered in spring (1)

The subject of the integrating project is the research, design, implementation, and evaluation of a pastoral ministry area based on the learning accomplished in the program. This component is designed to be a synthesizing experience, which blends theory with practice and academic studies with work experience. The final project is linked as closely as possible to the student's present or projected ministry. The student will complete the project under the supervision of program faculty. The thesis paper will integrate and reflect the spiritual and pastoral care and theological learning from the curriculum.

RPS 595 Pastoral Care & Spirit in Ireland (3)

This course will expose students to contextual theology as it has emerged from the seeds of Celtic spirituality, Irish Christian history, and social forces within and beyond Ireland. In Ireland, we will study the intersecting realities of suffering, religious persecution, and identifiable threads of a strong sacramental system underscoring individual and communal models of pastoral care. Students will do a contextual internship during the afternoons, experiencing models of ministry to immigrant children in Dublin, Ireland. Weekend excursions will introduce the students to "pilgrimage" as a pastoral care strategy, visiting places of significance in the contextualizing of spiritual care.

RPS 599 Special Topics (1)

This course is graduate research study in completion of the Integrating Project.

SED 502 Measurement and Evaluation (3)

Materials and techniques used to assess and evaluate students. Administration and interpretation of standardized instruments. Construction of various types of teacher-made tests and pupil evaluation. Methods of classroom test construction. Field component.

SED 504 Behavior Management and Classroom Organization (3)

Principles and practices in behavior management in the classroom. Basic concepts of behavior modification, learning theory and operant conditioning. Models and strategies that influence and can be used for behavior management in educational and other settings. 20-hour 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 521 Communication Development and Theories for Multicultural Environments (3)

This course explores theories of first and second language acquisition. Emphasis is on affective, cultural, linguistic, and cognitive factors that influence the language acquisition process with application to classroom practice. An overview of the nature and needs of children with communication disorders will also be included. A clinical experience is required with this course.

SED 522 Formal and Informal Assessment for Multicultural Special Education (3)

Prerequisite(s): SED 515, EDU 701, SED 521

This course will analyze the evaluation of students from referral to special education placement. Emphasis will be on understanding the assessment process and challenges for effective evaluation of students from culturally and linguistically diverse backgrounds. The graduate student will analyze formal and informal measures to assist in planning effective instruction for students with special needs. This course will also explore formative and summative assessment measures that emphasize student centered techniques such as long-term team observation, one-on-one interview, dynamic assessment of the zone of proximal development, demonstration and performance, portfolio, peer and self and other specific assessments to measure the learner's goal and objectives as identified on the Individualized Educational Plan (IEP). A field experience is required with this course.

SED 525 Teaching Students with Moderate/Intensive Needs (3)

This course examines the concepts, causes, characteristics, and educational practices related to the population with moderate to intensive educational needs. The course includes the study of family adaptations, life span issues and health care considerations. The course includes a 30-hour field component.

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.

SED 531 Curriculum and Methods for Multicultural Special Education Moderate to Intense (3)

New Course

This course provides a study of curriculum programming, instructional environments and strategies, and assessment techniques for use with multicultural students with moderate to intense needs. The areas of social skills, behavior, functional academics, technology, communication, and transition are covered. Curriculum adaptations and support in the general education curriculum are addressed. Best practices in community-based instruction, authentic assessment, and ecological evaluations are emphasized. Students must participate in a practicum along with this course. Failure to complete the practicum will result in failure of the course.

SED 532 Nature and Needs of Multicultural Special Education Moderate to Intense (3)

New Course

Prerequisite(s): SED 515, EDU 701, and Admission to TEAM-MSE

This course surveys the areas of moderate to intense disabilities. The course will present an overview of causes, characteristics, and theories of individuals who are served in moderate to intense programs. Emphasis is placed on the educational implications of medical and health issues of multicultural learners. The course also addresses the topic of quality of life issues for multicultural learners with moderate to intense disabilities. A field experience is required for this course.

SED 533 I Multicultural Special Education Practicum - Level I (1)

Prerequisite(s): SED 515 and EDU 701

This introductory field experience provides the teacher candidate with the opportunity to connect concepts learned in coursework with practical application in the field. The teacher candidate will have the opportunity to observe programs, IEP Teams, Intervention Teams and other ancillary programs that serve children with mild to moderate needs. An opportunity to provide instruction to a child or a group of children under the direct supervision of a mentor teacher is included in this course.

SED 533 II Multicultural Special Education Practicum - Level II (1)

New Course

Prerequisite(s): Admission into TEAM-MSE; SED 515, EDU 700, and SED 533 I or equivalent experience as determined by Coordinator of Program

This apprenticeship provides the TEAM-MSE graduate student the opportunity to connect theory, methods, and strategies learned in methods course with practical application in inclusive environments. Graduate students will observe, manage, plan and execute instruction for children with diverse needs under the guidance of an experienced intervention specialist and the college methods and materials supervisor.

SED 533 III Multicultural Special Education Practicum - Level III (1)

Prerequisite(s): Approval by TEAM-MSE Director

This advanced apprenticeship provides the TEAM-MSE graduate student the opportunity to connect theory, methods, and strategies learned in courses with practical application in inclusive environments. The TEAM MSE student will have the opportunity to demonstrate professional competency in assessing, planning and executing appropriate instruction to children with special needs.

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

Corequisite(s): SED 580.

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.

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.

SED 533C Moderate/Intensive Practicum: Early Childhood/Middle Childhood Education (2)

Corequisite(s): SED 585.

Students will participate in a semester-long practicum in programs and classrooms for learners with moderate and intensive disabilities. Students practice skills in managing, supporting and instructing learners in the teaching/learning environment. Students gain experiences in meeting individual needs, small and large group instruction, and using, designing and modifying materials for students with moderate to intensive needs.

SED 533D Moderate/Intensive Practicum: Secondary (1)

Corequisite(s): SED 590.

Students will participate in a semester-long practicum in programs and classrooms for learners with moderate and intensive disabilities. Students practice skills in managing, supporting and instructing learners in the teaching/learning environment. Students gain experiences in meeting individual needs, small and large group instruction, and using, designing and modifying materials for students with moderate to intensive needs.

SED 533E Multicultural Special Ed Pract Early Childhood Setting (1)

This course allows the graduate student to practice managing the classroom environment, planning instruction and teaching students with mild/moderate special educational needs in an early childhood setting. This apprenticeship is completed under the direct supervision of a mentor teacher and a college supervisor.

SED 533M Multicultural Special Ed Pract Middle Childhood Setting (1)

This course allows the graduate student to practice managing the classroom environment, planning instruction and teaching students with mild/moderate special educational needs in a middle childhood setting. This apprenticeship is completed under the direct supervision of a mentor teacher and a college supervisor.

SED 533S Multicultural Special Ed Pract Secondary Setting (1)

This course allows the graduate student to practice managing the classroom environment, planning instruction and teaching students with mild/moderate special educational needs in a secondary setting. This apprenticeship is completed under the direct supervision of a mentor teacher and a college supervisor.

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(s): SED 533A.

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 585 Curriculum and Methods for Students with Moderate to Intensive Needs in Early and Middle Childhood Settings (3)

Corequisite(s): SED 533C.

This course presents curriculum programming, instructional strategies, and assessment techniques for students in early childhood and middle childhood settings. The areas of functional academics, social skills, motor and mobility skills, and communication from a life-span perspective are covered. Curriculum adap-

tations and support in the general education core curriculum for early childhood and middle childhood is addressed. Best practices in community-based instruction, authentic assessment and ecological evaluations are emphasized. Skills in developing Individual Education Plans (IEPs), in writing integrated unit and lesson plans, and in using diagnostic/prescriptive teaching are included. The course also covers research supported instructional strategies for designing classroom environments that best facilitate learning. Students participate in a practicum in a classroom setting in conjunction with this course.

SED 590 Curriculum and Methods for Students with Moderate to Intensive Needs in Secondary Settings (3)

Corequisite(s): SED 533D.

This course presents curriculum programming, instructional strategies and assessment techniques for students in secondary settings. The areas of functional academics, social skills, sex and health education, motor and mobility skills, and communication from a life-span perspective are covered. Curriculum adaptations and support in the secondary general education core curriculum is addressed. Best practices for adolescents in using community-based instruction, authentic assessment, and ecological evaluations are emphasized. Skills in developing Individual Education Plans (IEPs) and Individual Transition Plans (ITPs), and in writing integrated unit and lesson plans that promote transitions for students into adult life are included. Students participate in a practicum in a classroom setting in conjunction with this course.

SED 595 Independent Study (1-3)

Independent study under the guidance of a faculty member to meet stated objectives. Permission of the department chair and faculty member are required.

SED 598 Workshops (1-3)

The workshop's content will be announced when the course is offered.

SED 599 Workshops (1-3)

The workshop's content will be announced when the course is offered.

SED 611 Curriculum and Methods for Multicultural Special Education Mild to Moderate (3)

This course provides an in-depth study of curriculum options available for the student who comes from a culturally and linguistically diverse background and who has mild to moderate special education needs. The graduate student will compare and contrast research-based and strategies specifically designed for diverse student populations. This course also includes the use of computer assistive technology stations as a strategy to meet the common access and academic needs of students with special needs. A clinical experience is required with this course.

SED 612 Culturally Appropriate Practices for Managing Classroom and Behaviors in Multicultural Special Education (3)

This course initially focuses on the physical classroom environment and how to maximize the learning opportunity for all children within the school environment. It then seeks to enhance the teacher's understanding of successful disciplinary techniques needed to deal with diverse populations. This course includes an intense study of behavior management for students with exceptional learning needs. Emphasis is on applied behavior analysis, record keeping of student performance data, task analysis, writing behavior programs/plans, and ethical issues in behavior modification. A clinical experience is required 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 631 Collaborative Practices for Working with Home, School and Community Agencies (3)

This course addresses methods of providing parent education and empowerment, advocacy, collaboration, and approaches to breaking the negative cycle which may cause some children who are culturally and linguistically diverse and who have a disability to be at risk of school failure. The course will emphasize the effective communication needed to work with colleagues, administrators, support personnel, community members, parents, and significant others who impact the lives of students with disabilities. A clinical experience is required with this course.

SED 650 Res Proj Multicultural Spe Ed (1)

SED 660 Applied Behavior Analysis (3)

This course involves the intensified study of behavior management for students with exceptional learning needs. The course 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 in participating on transdisciplinary teams and the roles of community medical personnel are included.

SED 670 Leadership in Special Education (3)

This course provides the graduate student with the background necessary for effective leadership and management of special education programs. The major focus of the course is on the administrator's role in inclusive practices.

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.

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.

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.

Degree Programs

Listed are majors and areas of concentration within the graduate 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, multicultural special education and instructional leadership.

(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

Doctor 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 and will graduate its last class in September, 2007. The Doctor of Physical Therapy degree was authorized in 2005 and began its first class in June, 2006. The Physical Therapy graduate program is accredited by the Higher Learning Commission and authorized to operate by the Ohio Board of Regents. The Doctor of Physical Therapy program at the College of Mount St. Joseph is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA), 1111 North Fairfax Street, Alexandria, VA 22314, (703) 706-3245. Website: www.apta.org/CAPTE. 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 began its first class in June, 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 these with official transcripts and catalog course descriptions. Applicants may complete their prerequisite courses 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 for those on a plus/minus system will be accepted in any pre-requisite 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 20 hours must be completed in any one setting. See the 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

- **September 1** (for priority/early admission consideration) of the year preceding June matriculation.
December 15(final application deadline based upon class availability).
Admission Decision Timeline:

- September 1: Completed application packet due
- October:Physical Therapy Program offers selected candidates on-campus interviews
- November: Candidate interviews held at the College of Mount St. Joseph (designated dates); (Interviews will include an on-campus writing sample)
- January 15: Physical Therapy Program mails letters of acceptance to selected candidates
- February 15:Deadline for selected candidates to accept admission and return Enrollment Commitment cards.

Applications received by the **February 1** deadline will be considered based on space availability. The February admission decision timeline will mimic the September 1 timeline.

Deferral of Enrollment or Leave of Absence

In the event of an extraordinary life circumstance, a student selected for enrollment in the DPT program may request up to a one year deferral of his/her enrollment. This request must be made in writing to the Director, Physical Therapy Program prior to the start of the intended semester of enrollment and will require the concurrence of Academic Dean and Director of Admissions to be effected. Approval notification will be in writing.

In the event of an extraordinary life circumstance, a student currently enrolled in the physical therapy program may request a leave of absence limited to one year in duration. This request must be made in writing to the Director, Physical Therapy program prior to the start of the intended leave of absence and will require the concurrence of the Academic Dean to be effected. Approval notification will be in writing. Reinstatement into the program will be dependent on terms agreed upon at the time of leave.

In accordance with the Graduate Catalog there is a time limit on the degree. 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 DPT Program Director and the Academic Dean.

Academic Standards

Students in the Doctor of Physical Therapy Program must maintain a cumulative GPA of 3.0/4.0 as required by the College for all graduate programs. Students falling below an overall GPA of 3.0 will be given one semester to raise his/her GPA. If the student fails to increase his/her overall GPA to a 3.0, he/she will be disenrolled from the program. Students must earn at least a grade of "C" in all DPT courses. Students falling below a grade of "C" in any course will be given one (1) year to retake the course.

Additional DPT Program Standards

DPT students complete a Generic Abilities self assessment form one time per year as a means to appraise their professional progress. Faculty set aside time to evaluate and meet with students to discuss the student's Generic Abilities to facilitate feedback and provide professional mentoring. Students are expected to demonstrate professional growth throughout the DPT program. A student who achieves acceptable academic standing but does not demonstrate acceptable professional behavior utilizing the Generic Abilities may not be allowed to continue in the program, may not be allowed to participate in clinical internships, and/or may be dismissed from the DPT program. Participation in clinical internships will be at the discretion of the faculty and the program director.

Physical Therapy Program Graduation Requirement

Graduation requirements follow the general College requirements for graduate students of a 3.0/4.0 GPA in their graduate coursework. Physical therapy students in the entry-level DPT program will be required to complete 132 credits identified in the curriculum plan, will be required to successfully complete the four Clinical Internships with the final attainment of 95-100 percentile on the Clinical Performance Instrument, and must be performing at entry level of their Generic Abilities. In addition, each physical therapy student must demonstrate completion of a series of praxis experiences, must provide documentation of involvement in the American Physical Therapy Association or similar organization, and must successfully complete a capstone project.

Requirements for a Doctor of Physical Therapy Degree

(132 hours)

YEAR ONE

PT 524/524A	Neuroanatomy & Physiology w/Lab (3)
BIO 526/526A	Human Gross Anatomy w/Lab (8)
PT 601	Foundational Science I (4)
PT 605/605A	Exercise Physiology w/Lab(4)
PT 608/608A	Biomechanics & Kinesiology w/Lab (4)
PT 610/610A	Basic Patient Care Skills w/Lab (3)
PT 611/611A	Therapeutic Modalities w/Lab (3)
PT 612/612A	Basic Examination and Evaluation w/Lab (3)
PT 615/615A	Therapeutic Exercise w/Lab (4)
PT 650	Professional Socialization I (2)
PT 651	Professional Socialization II (2)
PT 661	Foundations of Critical Inquiry in Physical Therapy (3)
PT 662	Research in Physical Therapy (3)

YEAR TWO

PT 702	Foundational Science II (3)
PT 703	Foundational Science III (3)
PT 715/715A	Patient Mgt:Acute Care & Cardiopulmonary w/Lab (3)
PT 720/720A	Patient Mgt:Applied Orthopedics I w/Lab (6)
PT 721/721A	Patient Mgt:Applied Orthopedics II w/Lab (5)
PT 730/730A	Patient Mgt:Neurological Rehab I w/Lab (4)
PT 731/731A	Patient Mgt:Neurological Rehab II w/Lab (4)
PT 745/745A	Patient Mgt:Integrated Rehab w/Lab (3)
PT 746	Patient Mgt:Lifespan I - Pediatric (3)
PT 747	Patient Mgt:Lifespan II - Geriatric (3)
PT 748	Lifespan Lab (1)
PT 752	Professional Issues in Physical Therapy I (1)
PT 754	Professional Issues in Physical Therapy II (1)
PT 782	Internship I (7)
	*Electives

YEAR THREE

PT 853	Health Care Policy (3)
PT 855	Professional Issues in Physical Therapy III (1)
PT 863	Research Practicum (3)
PT 870	Administration, Consultation & Management (3)
PT 875/876	Electives/Independent study in Physical Therapy (6)
PT 881	Internship II (7)
PT 883	Internship III (7)
PT 884	Internship IV (7)
PT 890	Doctoral Capstone (2)

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

Master of Arts in Education

Mifrando S. Obach, Ph.D., 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 Education Department at the College of Mount St. Joseph educates teacher candidates to develop the knowledge, skills, and dispositions to be competent and caring teachers.

Core Values of the Department

The focus of the Education Department is to produce teachers who know their subject matter well, are skilled in pedagogy, are nurturing and supportive of their students while holding them to high academic standards, and are reflective practitioners engaged in professional growth. In carrying out this charge, the department has committed to the following core values which support both the college's and department's mission statements.

- We promote critical thinking and reflective practices with all students.
- We teach students to have respect for themselves and others through collaboration and service.
- We encourage students to participate in professional development and scholarship.
- We value and model ethical conduct.
- We value a knowledge and appreciation of diversity.

Candidate Proficiencies

Based on the department mission and core values, the Education Department claims that its graduates meet the following standards which are derived from the INTASC principles and Pathwise domains and standards:

1. **Content** - The candidate knows the subject matter and applies that knowledge in planning and presenting lessons aligned with state standards.
2. **Learner** - The candidate plans and presents instruction based upon the knowledge of how students learn and the diverse experiences that students bring to the classroom.
3. **Pedagogy** - The candidate applies a variety of instructional activities, assessing students' progress in meeting objectives, and differentiates instruction based on students' needs and assessment results.
4. **Learning Environment** - The candidate creates a learning environment that encourages active, engaged learning and respect for others.
5. **Support for Learning** - The candidate collaborates with colleagues, families, and the community to support student learning.
6. **Professionalism** - The candidate is a reflective practitioner who engages in opportunities for professional growth.

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 initial teaching licensure and Professional Advancement for those who want to add to their knowledge and skills but may already have a teaching license.

The Mount offers the following master of arts degree programs:

- **Professional Foundations**
 - Inclusive Early Childhood Education
 - Middle Childhood Education
 - Adolescent and Young Adult Education
 - Multicultural Special Education
 - Multi-age Education
- **Professional Advancement**
 - Reading
 - Instructional Leadership

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

1. Core Courses - Professional courses in ethics, research and statistics, and education psychology are required of all degree candidates. A research project is also required.
2. Area of Focus - The student, in consultation with his or her advisor, selects an area of concentration according to the student's career objective. 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 in Art or Music Education (for teaching children ages 3-21 in a specific subject)
- Special Education/Intervention Specialist (alternative licensure) (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 Master of Arts 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 Master of Arts degree concurrently.

Teacher Education Apprenticeship Master's (TEAM) Degree Program - The TEAM programs prepare adults to enter the teaching profession through an intense and accelerated learning format. The Mount's TEAM programs can help you reach your goal of becoming a teacher in less than a year and a half. The Mount offers four such accelerated programs for those interested in changing careers to become a teacher.

TEAM-IEC (Inclusive Early Childhood Education) — A *year-long* master's degree and apprenticeship program in partnership with Cincinnati Public Schools and West Clermont Schools that prepares you with the education and skills needed to become a teacher in preschool through third grade. Successful graduates earn the Master of Arts in Education degree in Inclusive Early Childhood and Ohio licensure in Early Childhood Education. *Note: The Mount is currently in the process of updating this program to meet the needs of the job market by incorporating licensure in special education. Graduates of the new TEAM-IEC program will earn two licensures, improving their employment outlook considerably. The new TEAM-IEC is expected to be implemented May of 2007)*

TEAM-MSE (Multicultural Special Education) - A *15-month* master's degree and apprenticeship program in partnership with Cincinnati Public Schools that prepares you with the education and skills needed to become an intervention specialist. Successful graduates earn the Master of Arts in Education degree with a concentration in multicultural special education and an alternative license in special education, focusing on mild to moderate or moderate to intensive populations, grades K-12 in the state of Ohio. Students may be employed while they earn their degree.

TEAM-AYA (Adolescent and Young Adult Education) - A *15 month long* master's degree and apprenticeship program that prepares you with the education and skills needed to become a junior high or high school math or science teacher. Successful graduates earn the Master of Arts in Education degree and Ohio alternative licensure in Adolescent and Young Adult Education, with a concentration in math or science, for teaching in grades 7 through 12. Students who have an undergraduate degree in mathematics or science or have extensive work experience in a field directly related to mathematics or science (i.e. engineering), may qualify for employment as a teacher while earning this degree.

Alternative Educator Licensure (AEL) - AEL is a "non-traditional method for developing qualified teachers. It permits qualified baccalaureate degree-holders to transition to careers as classroom teachers, thus allowing schools and communities to benefit from their content-related knowledge and their experience in other work settings as well as from their maturity. It also meets many of the urgent and long-term staffing needs of schools in teacher shortage areas." (Ohio Department of Education).

AEL is available in Special Education through our TEAM-MSE program while earning a Master of Arts in Multicultural Special Education degree, and through our TEAM-AYA program for teaching math and science in grades 7-12. For information on other AEL options, contact the Education Department graduate advisor.

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. These requirements are also published on the Web site at <http://inside.msj.edu/departments/academic/education/students/>.

Admission Procedure for Master of Arts in Education 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 non-refundable processing fee payable to the College of Mount St. Joseph.
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 Graduate Admission Office, College of Mount St. Joseph, 5701 Delhi Road, Cincinnati, Ohio 45233. 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. Transfer credit for the 700-level professional core courses for the MA degree is not allowed.
4. **Overall GPA of 2.7/Graduate Record Examination (GRE)** - Applicants should demonstrate their ability to do graduate level work by showing evidence of an undergraduate GPA above 2.70 or 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 meet student teaching requirements as noted in the Graduate Catalog and the Education Department Graduate Handbook. School nurse licensure applicants are exempt from the GRE requirement.
5. **Two Letters of Recommendation** - Two letters of recommendation 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. **In addition to requirements 1-5 listed under Master of Arts in Education, applicants for the TEAM programs must:**
 - have an admission interview;
 - provide a writing sample on site;
 - pass the appropriate PRAXIS II content test (applies to TEAM-AYA only). AYA applicants who do not pass PRAXIS II will be required to take undergraduate mathematics or science courses in the deficit area before continuing with the program, and then retake and pass PRAXIS II during their first semester of enrollment.
10. **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 program and 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, (i.e. 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 in Education Handbook

The Education Department publishes a supplement to this catalog each year in the form of the Graduate Student Handbook. This publication contains important information and details about program requirements, policies, and procedures. Download the Graduate Student Handbook from <http://inside.msj.edu/departments/academic/education/students/handbooks/>

Student Teaching Requirements

Student teaching is a major component in every provisional (traditional) 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 in graduate licensure programs 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 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 in the designated area of study. Clinical experiences range from 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 in-school 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.

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 <http://www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=12821>

Graduate Capstone

The graduate capstone experience is intended to demonstrate the degree to which master's candidates have achieved the *MA level learning* outcomes defined by the college.

The Graduate Education capstone will be a juried poster session presentation, which will include a brief written abstract, based on the research project completed in EDU 705. The poster session will be evaluated on a pass/fail basis. The candidate must pass the poster presentation before the MA degree will be conferred.

Details about the graduate capstone can be found at <http://inside.msj.edu/departments/academic/education/students/gradrqtts/grad/>.

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 initial teacher 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 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 art or music; and
5. Multicultural Special Education with alternative licensure. 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 Focus - Master of Arts in Education Degree

A Master of Arts in Education degree with a focus 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 requires the following:

- 33 credits of concentration (listed below)
- IEC 444: Student Teaching (12 cr)
- Passing both required sections of PRAXIS II exam (PLT & Education of Young Children)

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)
EDU 705A	Graduate Capstone Presentation (0)

CONCENTRATION/LICENSURE – 33 credits, excluding student teaching

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

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

Middle Childhood Education Focus - Master of Arts in Education Degree

(46 credits)

The Master of Arts in Education degree with a focus in Middle Childhood Education is offered to students who hold a baccalaureate degree and are interested in teaching grades 4-9. The middle childhood professional can obtain licensure and/or a master's degree through the program.

All candidates for MCE licensure must have specialization in 2 subject content areas, as chosen from:

- Language Arts
- Mathematics
- Science
- Social Studies

Required content courses are undergraduate level and may have been taken as part of the candidate's baccalaureate degree, or may be taken concurrently while participating in the graduate level licensure program.

MCE Initial Licensure requires the following:

- 24 credits of concentration (listed below)
- EDU 701 (3 cr)
- Two undergraduate content methods courses and practicum (8 cr)
- RDG 330: Phonics & Linguistics (3 cr)
- MCE 444: student Teaching (12 cr)
- EDU 317 or passing technology proficiency assessment (0-3 cr)
- Subject content requirements in 2 content areas (43-48 undergraduate credits depending on selected content areas)

- Passing PRAXIS II two subject content exams and Principles of Learning & Teaching (PLT) exam

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)
EDU 705A	Graduate Capstone Presentation (0)

*also required for licensure

CONCENTRATION/LICENSURE COURSES - 24 credits, excluding student teaching

EDU 502	Measurement & Evaluation (3)
EDU 601	Differentiated Instruction for Inclusive Settings (3)
MCE 540+	The Middle Adolescent and Partnerships (3)
RDG 511	Content Reading (3)
RDG 528	Strategies for Literacy Development (3)
RDG 538	Diagnosis & Remediation of Reading Problems (3)
SED 504	Behavior Mgmt and Classroom Organization (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 Focus (AYA) - (traditional licensure) - Master of Arts in Education Degree

(39-40 credits)

The Master of Arts in Education degree with a focus in Adolescent and Young Adult is offered to students who hold a bachelor's degree and are interested in teaching in grades 7-12. The adolescent and young adult professional can obtain traditional licensure and/or a master's degree through the program. All candidates for AYA licensure must have a subject area concentration for the subject to be taught. This is usually equivalent to an undergraduate degree with a major in the subject area to be taught. The Mount offers traditional licensure programs in the following subject content areas: Biology, Chemistry, Chemistry/Life Science, Integrated Language Arts, Integrated Mathematics, Integrated Science, and Integrated Social Studies.

AYA Initial (Traditional) Provisional Licensure requires the following:

- 24 credits of concentration (listed below)
- EDU 701 (3 cr)
- Undergraduate content methods course and practicum (5 cr)
- AYA 444: Student Teaching (10 cr)
- EDU 317 or passing technology proficiency assessment (0-3 cr)
- Subject content requirements (48-81 undergraduate credits depending on selected content area)
- Passing PRAXIS II subject content exam and Principles of Learning & Teaching (PLT) exam

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)
EDU 705A	Graduate Capstone Presentation (0)

*also required for licensure

CONCENTRATION/LICENSURE COURSES – 24 credits

AYA 550+	Nature and Needs of Adolescents (3)
AYA 670	Standards Driven Instruction & Assessment (3)
EDU 502	Measurement and Evaluation (3)
EDU 601	Differentiated Instruction for Inclusive Settings (3)
EDU 616	Cognition Across Cultures (3)
RDG 511	Content Reading (3)
SED 504	Behavior Management & Classroom Organization (3)
SED 515	Human Exceptionalities Across the Lifespan (3)

+Pending approval by College Graduate Committee.

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

(34-36 credits)

The TEAM Master of Arts in Education Degree with a focus in Adolescent and Young Adult is offered to students who hold a bachelor's degree and are interested in teaching science or mathematics in grades 7-12. The TEAM format is a cohort program, and requires the candidate to follow a structured schedule.

(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)
EDU 705A	Graduate Capstone Presentation (0)

CONCENTRATION COURSES - 24-26 credits

AYA 550 Nature and Needs of Adolescents (3)

Students may select one or both of the following two courses:

AYA 580A AYA Field Experience A (1)

AYA 580B AYA Field Experience B (1)

AYA 670 Standards-Based Curriculum Methods (3)

EDU 502 Measurement & Evaluation (3)

RDG 511 Content Reading (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:

+AYA 575 Teaching Methods for the Sciences (3)

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

Optional course for licensure:

AYA 444 Student Teaching (10)

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

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

The Master of Arts in Education degree with a focus in Multi-age Education is offered to students who hold a baccalaureate degree in art or music and are interested in teaching this subject in grades K-12. The multi-age professional can obtain licensure and/or a master's degree through the program.

All candidates for Multi-age licensure must have specialization in either art or music. Required content courses are undergraduate level and may have been taken as part of the candidate's baccalaureate degree, or may be taken concurrently while participating in the graduate level licensure program.

(34 credits)

Multi-age Initial Licensure requires the following:

- 24 credits of concentration (listed below)
- EDU 701 (3 cr)
- Two undergraduate content methods courses and practicum (9-10 cr)
- EDU 444: Student Teaching (12 cr)
- EDU 317 or passing technology proficiency assessment (0-3 cr)
- Subject content requirements in art or music content area (48-65 undergraduate credits depending on selected content area)
- Passing PRAXIS II subject content exam and Principles of Learning & Teaching (PLT) exam

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)

EDU 705A Graduate Capstone Presentation (0)

*also required for licensure

CONCENTRATION/LICENSURE COURSES - 24 credits, excluding student teaching

AYA 550+	Nature and Needs of Adolescents (3)
AYA 670	Standards-Driven Instruction & Assessment (3)
EDU 502	Measurement & Evaluation (3)
EDU 601	Differentiated Instruction for Inclusive Settings (3)
EDU 616	Cognition Across Cultures (3)
RDG 511	Content Reading (3)
SED 504	Behavior Management & Classroom Organization (3)
SED 515	Human Exceptionalities Across the Lifespan (3)

TEAM - Multicultural Special Education Focus - Master of Arts in Education Degree

The College of Mount St. Joseph's Pilot Charter College Program offers an accelerated series of courses leading to a Master of Arts in Education degree with a concentration in multicultural special education. Graduates of the program will be eligible for an alternative special education license which enables them to be employed in Ohio as an Intervention Specialist serving children with mild to moderate or moderate to intensive needs. This unique program allows the teacher candidate to complete the degree and license within seventeen months through a cohort model.

The Mount's Charter College of Education has structured the TEAM-MSE program to meet the guidelines set forth by the Council for Exceptional Children's Knowledge and Skill Base for All Beginning Special Education Teachers, and the National Council for Accreditation in Teacher Education (NCATE). The Pilot Charter College Program has been approved and funded by the Ohio Department of Education.

Requirements for the Multicultural Special Education MA Degree

(41 credits)

PROFESSIONAL CORE - 8 credit hours

EDU 700	Statistics & Research (3)
EDU 701	Educational Psychology (3)
EDU 705A	Graduate Capstone Presentation (0)
SED 650	Research Project for Multicultural Special Education (2)

CONCENTRATION COURSES - 33 credit hours

EDU 616	Cognition Across Cultures (3)
RDG 610	Literacy Development for Multicultural Special Education (3)
RDG 617	Multisensory Approach in Teaching Reading (3)
SED 515	Human Exceptionalities Across the Lifespan (3)
SED 521	Communication Development and Theories for Multicultural Environments (3)
SED 522	Formal and Informal Assessment for Multicultural Special Education (3)
SED 533 I	Multicultural Special Education Practicum - Level I (1)
SED 533 II	Multicultural Special Education Practicum - Level II (1)
SED 533 III	Multicultural Special Education Practicum - Level III (1)
SED 612	Culturally Appropriate Practices for Managing Classroom and Behaviors in Multicultural Special Education (3)
SED 631	Collaborative Practices for Working with Home, School and Community Agencies (3)

Take these 2 courses for the Mild/Moderate Option:

EDU 601	Differentiated Instruction for Inclusive Settings Mild to Moderate (3)
SED 611	Curriculum and Methods for Multicultural Special Education Mild to Moderate (3)

Take these 2 courses for the Moderate/Intensive Option:

SED 531	Curriculum and Methods for Multicultural Special Education Moderate to Intense (3)
SED 532	Nature and Needs of Multicultural Special Education Moderate to Intense (3)

Additional Undergraduate Courses Required for Licensure - 6 credit hours

RDG 330	Phonics and Linguistics (3)
RDG 338	Diagnostic Reading (3)

Professional Advancement Program Requirements

Professional advancement programs are offered to practicing teachers who wish to enhance their skills in the classroom or advance within the ranks of the school to positions of leadership while obtaining a master's degree in education. The Mount offers two focus options for those seeking professional advancement: Instructional Leadership and Reading

Instructional Leadership - Master of Arts in Education Degree

Many schools recognize and value the need for leadership in schools. Instructional leaders play a critical role in the standards-driven environment of schools of today. Instructional leaders share a vision for a school culture that is conducive to effective student learning; they collaborate with families and community; they influence the larger political, social, economic, legal, and cultural community; and they conduct themselves with integrity and professionalism.

The Instructional Leadership program has 2 strands. The *Excellence in Teaching* strand is intended for those who wish to improve their skill in the classroom, while becoming a leader among their professional peers, and who also wish to seek National Board Certification. The *School Principal* strand will lead to licensure as an elementary or secondary school principal.

**Requirements for the Instructional Leadership focus Excellence in Teaching Strand - Master of Arts in Education Degree
(34 credits)**

PROFESSIONAL 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)
EDU 705A	Graduate Capstone Presentation (0)

CONCENTRATION COURSES - 24 credits

EDU 601	Differentiating Instruction for Inclusive Settings (3)
EDU 616	Cognition Across Cultures (3)
EDU 670	Standards-Driven Instruction & Assessment (3)
EDU 671	Curriculum Development: Theory and Applications (3)
EDU 672	School Law (3)
EDU 673	National Board Portfolio Development (3)
EDU 674	Instructional Leadership (3)
SED 670	Leadership & Management in Special Education (3)

**Requirements for the Instructional Leadership focus School Principal Strand - Master of Arts in Education Degree
(43 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)
EDU 705A	Graduate Capstone Presentation (0)

CONCENTRATION COURSES - 33 credits

EDU 601	Differentiating Instruction for Inclusive Settings (3)
EDU 616	Cognition Across Cultures (3)
EDU 670	Standards-Driven Instruction & Assessment (3)
EDU 671	Curriculum Development: Theory and Applications (3)
EDU 672	School Law (3)
EDU 674	Instructional Leadership (3)
EDU 675	School Finance (3)
EDU 676	Educational Administration (3)
EDU 677	Principal Internship (6)
SED 670	Leadership & Management in Special Education (3)

Reading Focus - Master of Arts in Education Degree

A Master of Arts in Education degree with a focus in reading is offered to candidates who hold a bachelor's degree and a teaching certificate/license, and wish to specialize in the teaching of reading in grades pre-K through 12. A reading endorsement is embedded in this degree. With advanced preparation and experience in teaching reading and remediating reading problems, reading specialists are responsible for the literacy

performance of all readers, in particular those who struggle. The reading specialist supports classroom teaching, and works collaboratively to implement and evaluate a quality school-wide reading program, and is a resource to other educators, parents, and the community.

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)
EDU 705A	Graduate Capstone Presentation (0)

CONCENTRATION COURSES - 24 credits total

RDG 504	Children's Literature (3)
RDG 511	Content Reading (3)
RDG 528	Strategies for Literacy Development (3)
RDG 530	Phonics and Linguistics (3)
RDG 538	Diagnostic Reading (3)
RDG 539	Clinical Experiences in Reading (3)
RDG 540	Literacy Development for the Young Child (3)
RDG 555	Promoting Literacy and Reading Development (3)

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)

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)
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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 sent directly to the Office of Graduate Admission, College of Mount St. Joseph, Cincinnati, Ohio 45233.
- 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 590-595	Theology & Anthropology Immersion Course (3)

Integrating Project - 3 hours

RPS 575A	Integrating Project (2) - First Semester
RPS 575B	Integrating Project (1) - Second Semester

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 NUR 508/508A, students apply and take the National Council for Licensure Examination (NCLEX) to become licensed to practice as a registered nurse.

The mission of the Master of Nursing program is to prepare women and men as liberally educated professional nurses to use a primary health care model as the basis of evidence-based practice in a variety of community-focused settings. The Nursing program is approved by the Ohio Board of Nursing, and accredited by the National League for Nursing Accrediting Commission, 61 Broadway, New York, NY 10006, (212) 363-5555. The program provides the learning environment for students' development of competencies in assessment, communication, critical thinking, decision-making, problem solving, and therapeutic nursing interventions across the life span. These concepts and principles are integrated throughout the students' educational program and form the basis for a value centered approach to caring for individuals, families, aggregates,

populations-at-risk, and communities.

The graduate of the Master of Nursing Program is able to:

- a Use critical thinking and scholarly inquiry when providing culturally-sensitive professional nursing care to promote health, prevent and treat illness, and maintain function across the life span.
- b Communicate effectively and professionally with individuals, families, groups, and populations with diverse needs across the lifespan.
- c Analyze epidemiological, environmental, cultural, and physiological aspects to provide care to diverse populations in an ever-changing world.
- d Utilize knowledge of the health care delivery system and effective leadership and management principles to influence the delivery, organization, and financing of health care.
- e Synthesize theoretical, scientific, legal, ethical, and regulatory information when providing care and advocating for clients with diverse needs across the lifespan.
- f Utilize information literacy as the foundation for evidence-based practice to enhance knowledge, scholarly inquiry, and client care.

Admission: To be admitted to the MN program, students must complete a graduate application, submit a one-page typewritten statement of their goals, complete a successful 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 sent directly to the Office of Graduate Admission, College of Mount St. Joseph, 5701 Delhi Road, Cincinnati, Ohio 45233.
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.

4. Complete a satisfactory background check.

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, 503, 504, 505, 506, 507, 508, 509, 511, 512, and 517.
- need to earn a “C” or higher in Category II courses: BIO 501, MOL 600, NUR 510, NUR 515, NUR 531, and NUR 631.
- 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. Please see the *Master of Nursing Program Student Handbook* for additional policies and procedures that apply to MN students.

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/501C	Evidence-based Primary Health Care Nursing with Chronically Ill Clients/Clinical (3)
NUR 511/512	Evidence-based Primary Health Care Nursing with Acutely Ill Clients(4)/Clinical (4)
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 508/508C	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 531	Nursing Science & Theory I (3)
NUR 631	Nursing Science & Theory II (3)
NUR 640	Health Care Policy (3)

Master of Science in Organizational Leadership (MSOL)

Jim Brodzinski, Ph.D., Chairperson

The Master of Science in Organizational Leadership is intended for individuals in a variety of organizations that require executives with well-developed leadership skills. 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 mirrors 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 indicating a need for a leadership program that focuses on the development of the skills necessary to be effective leaders. The result is a program that focuses on people in organizations and the development of leaders and leadership behavior. The MSOL program is multidisciplinary with courses and faculty from the humanities, religious and pastoral studies, behavioral sciences, economics, management and computer information systems.

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)
MOL 605*	Methods in Organizational Research (3)
PHI 660*	Ethical Issues in Organizations (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 655	Global Economic Awareness (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 (transferability of courses is determined by the program director). 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.

An MSOL student whose cumulative grade point average falls below 3.0 (excluding incomplete grades) will be placed on academic probation. The MSOL 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 MSOL 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. A student failing to meet the cumulative grade point average of 3.0 for two consecutive semesters may be dismissed from the MSOL program pending a recommendation from the program director.

Admission Requirements for the Master of Science in Organizational Leadership

Applicants must have a bachelor's degree from a regionally accredited college or university; 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 Graduate Admission, College of Mount St. Joseph, 5701 Delhi Road, Cincinnati, Ohio 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 directly to the Office of Graduate Admission. Mount graduates need not 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.

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.