



# 2012-13 Graduate Catalog

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College of Mount St. Joseph

compiled July 2, 2013 from <http://registrar.msj.edu/graduate-catalog>

***PDF Version History:***

May 2012: v.052012

September 2012: v.092012

summary of changes:

- reorganized content to match new web site launched June 2012
- MBA 4+1 Program Requirements: change in number of foundational/prerequisite credit hours from 45 to 30 (removed BUS 210, CIS 300, ETH:REL 251, ETH:PHI 397, MTH 180, MTH 189)
- Certificate in Pastoral Administration Requirements: COM 675 replaced with MGT 675
- updates to course descriptions

October 2012: v.102012

summary of changes:

- updates to course descriptions, including correction to titles for IEC 642 and IEC 643 and addition of REL 535

January 2013: v.012013

summary of changes:

- Overview of Graduate Degree & Teacher Licensure Programs (under Graduate Programs in Education): length of TEAM-IEC changed from 12 months to 15 months
- updates to course descriptions, including the addition of REL 597

July 2013: v.072013

summary of changes:

- minor updates to course descriptions

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# Graduate Programs

## Education

*Mary West, PhD, Dean of Education and Chairperson of Graduate Education*

### **Division of Education Vision Statement**

The Division of Education will continually transform itself into a regionally acclaimed center for teaching and learning in the Midwest. Rooted in the spiritual tradition of the Sisters of Charity of Cincinnati and the Catholic intellectual tradition of free and open inquiry in search of truth, the Division will be known for its innovative programs in higher education for preparing highly qualified educators and leaders.

### **Education Division Mission Statement**

The Division of Education prepares competent, collaborative, caring, and reflective practitioners who uphold the tradition of social responsibility, academic excellence, and personal integrity of the Sisters of Charity of Cincinnati.

### **Core Values of the Department**

The focus of the Division of Education 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 Competencies**

Based on the department mission and core values, the Division of Education claims that its graduates meet the following standards which are derived from the Ohio Standards for the Teaching Profession and TEAC principles.

1. **Content knowledge** - The candidate articulates accurate subject matter and applies that knowledge in planning and presenting lessons aligned with content standards.
2. **Learner characteristics** - The candidate incorporates knowledge of how students learn and how diverse experiences affect learning when planning and presenting lessons aligned with content standards.
3. **Instructional strategies** - The candidate applies a variety of scientifically-based, data-driven instructional strategies based on learning goals, assesses student's progress toward these goals, and differentiates instruction based on student needs and assessment results.
4. **Learning environment** - The candidate creates and manages a learning environment that encourages active, engaged learning and respect for others.
5. **Professional responsibilities** - The candidate engages in reflective practice, promotes collaboration among peers, families and communities, and takes on opportunities for professional development.

## Overview of Graduate Degree & Teacher Licensure Programs

**Master of Arts Degree Programs** - The degree programs are offered as two majors: the Teaching major is for those seeking initial teaching licensure and the Education major is for those who already have a teaching license and want to add to their knowledge and skills.

- **Major in Teaching**

- Inclusive Early Childhood Education
- Middle Childhood Education
- Adolescent to Young Adult Education
- Multicultural Special Education
- Multi-age Education (Art or Music)

- **Major in Education**

- Reading
- Instructional Leadership (Principal Licensure or Teacher Leader)
- Art
- Music

### Endorsements

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

## Certificate

- **Dyslexia Certificate** – This certificate provides an in-depth knowledge base related to the field of reading and language development, assessment, instruction, and individual differences. This program provides the knowledge and practices that are needed to teach reading to dyslexic students, other struggling readers and/or the general student population.

**Teacher Education Accelerated 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 approximately twelve to eighteen months. The Mount offers three such accelerated programs for those interested in changing careers to become a teacher.

Alternative Resident Educator Licensure (AREL) - The AREL 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).

Programs leading to an AREL are available in Special Education through the TEAM-MSE program and through the TEAM-AYA program for teaching math and science in grades 7-12.

- **TEAM-IEC (Inclusive Early Childhood Education)** – A *15 month* master's degree and apprenticeship program in partnership with Cincinnati Public Schools that prepares students with the education and skills needed to become a teacher in preschool through third grade. Successful graduates earn the Master of Arts degree with a concentration in Inclusive Early Childhood and Ohio licensure in Early Childhood Education.
- **TEAM-MSE (Multicultural Special Education)** - A *21 month* master's degree and apprenticeship program in partnership with Cincinnati Public Schools that prepares students with the education and skills needed to become an intervention specialist. Successful graduates earn the Master of Arts degree with a concentration in multicultural special education. The MSE program has two tracks: an AREL track for those who have no background in education, and a 2nd license track for licensed educators focusing on mild to moderate and moderate to intense populations, grades K-12 in the state of Ohio. Students may be employed while they earn their degree.
- **TEAM-AYA (Adolescent to Young Adult Education)** - A *15-month* master's degree program that prepares students 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 degree and may qualify for an Ohio alternative resident educator licensure in Adolescent to 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.

## Major in Education

Majors in Education 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 of arts in education. The Mount offers four options for those seeking professional advancement: Art, Instructional Leadership (School Principal and Teacher Leader), Music, and Reading Science.

## Instructional Leadership - MA Degree, Major Education

### Program Requirements

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 tracks. The Teacher Leader track is intended for those who wish to improve their skill in the classroom, while becoming a leader among their professional peers. The *School Principal* track will lead to licensure as an elementary or secondary school principal.

Hours: 31-37 hours

### Requirements for the Instructional Leadership focus Teacher Leader Track - Master of Arts Degree with a major in Education

#### PROFESSIONAL CORE COURSES - 10 hours

- EDU 500 Statistics and Research (3)
- EDU 501 Educational Psychology (3)
- EDU 600 Integrative Project (1)
- EDU 602 Ethics for Educators (3)

#### CONCENTRATION COURSES - 21 hours

- EDU 601 Differentiated Instruction for Inclusive Settings Mild to Moderate (3)
- EDU 616 Cognition Across Cultures (3)
- EDU 645 Teacher Candidate Portfolio (0)
- EDU 662 Coaching & Mentoring in Professional Learning Communities (3)
- EDU 671 Curriculum Development: Theory and Applications (3)
- EDU 672 School Law (3)
- EDU 673 Communications & Problem Solving (3)
- EDU 674 Instructional Leadership and Data-Informed Decisions (3)

### Requirements for the Instructional Leadership focus School Principal Track - Master of Arts Degree with a major in Education

#### PROFESSIONAL CORE - 10 hours

- EDU 500 Statistics and Research (3)
- EDU 501 Educational Psychology (3)
- EDU 600 Integrative Project (1)
- EDU 602 Ethics for Educators (3)

#### CONCENTRATION COURSES - 27 hours

- EDU 645 Teacher Candidate Portfolio (0)
- EDU 671 Curriculum Development: Theory and Applications (3)
- EDU 672 School Law (3)
- EDU 673 Communications & Problem Solving (3)
- EDU 674 Instructional Leadership and Data-Informed Decisions (3)
- EDU 675 School Finance (3)

**EDU 676** Educational Administration (3)

**EDU 680** Leadership & Management of Special Education Programs (3)

**Students must take 6 hours of EDU 677**

**EDU 677** Principal Internship (3)

The school principal track has been approved by the Ohio Department of Education for PK-6 or 5-12 school principal licensure. Students in this track must pass Praxis to be eligible for the license.

## Reading Science - MA Degree, Major in Education

### Program Requirements

A Master of Arts degree with a major in Education and a concentration in reading science 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. The reading science concentration features a curriculum based on the recommendations of the National Reading Panel report and uses the scientifically-based reading research model. Graduates of the program will have the skills to implement evidence-based reading instruction and/or intervention.

*Prospective candidates for this program must have a valid Ohio teaching license and at least 12 undergraduate credits in reading courses (or the equivalent state-mandated reading core courses).*

Hours: 34 hours

### PROFESSIONAL CORE - 10 hours

**EDU 500** Statistics and Research (3)

**EDU 501** Educational Psychology (3)

**EDU 600** Integrative Project (1)

**EDU 602** Ethics for Educators (3)

### CONCENTRATION COURSES - 24 hours

**EDU 645** Teacher Candidate Portfolio (0)

**RDG 505** Psychology of Reading (3)

**RDG 530** Phonics/Linguistics (3)

**RDG 532** Advanced Phonics and Linguistics (3)

**RDG 538** Diagnosis & Remediation of Reading Problems (3)

**RDG 540** Fluency and Comprehension Development in Reading (3)

**RDG 591** Practicum in Evidence-Based Reading Instruction I (3)

**RDG 592** Practicum in Evidence-Based Reading Instruction II (3)

**Select one from the following:**

**RDG 504** Children's Literature (3)

**RDG 511** Content Area Reading (3)

## Reading Endorsement Program

### Program Requirements

The Reading Endorsement Program, developed according to the Ohio Department of Education standards provides an in-depth knowledge base related to the theories, practice, pedagogy, and technology in the field of reading education. Completion of the Reading endorsement requires 18 semester hours of reading coursework, in addition to achieving a passing score on the Praxis II reading examination. Adding the Reading Endorsement to an Ohio teaching license will allow educators to teach reading across the grade levels (K-12) and to teach reading within one's teaching licensure grade bands. This endorsement does not allow educators to teach English Language Arts or English as a Second Language.

Corequisite or Prerequisite: Current Ohio Teacher License

Hours: 18 hours

### Courses Required

**RDG 505** Psychology of Reading (3)

**RDG 530** Phonics/Linguistics (3)

**RDG 538** Diagnosis & Remediation of Reading Problems (3)

**RDG 540** Fluency and Comprehension Development in Reading (3)

**RDG 591** Practicum in Evidence-Based Reading Instruction I (3)

**RDG 304** Children's and Adolescent Literature (3)

or

**RDG 504** Children's Literature (3)

## MA Degree, major in Education-Concentration in Art

### Program Requirements

The Master of Arts Degree with a major in Education and a concentration in Art is for the student who holds a bachelor's degree and teaching certificate/license and wishes to become a more insightful and effective art educator while engaging in creative problem solving experiences in a supportive environment.

Hours: 34

### Professional Core Courses – 13 Hours

**EDU 500** Statistics and Research (3)

**EDU 501** Educational Psychology (3)

**EDU 600** Integrative Project (1)

**EDU 602** Ethics for Educators (3)

**EDU 616** Cognition Across Cultures (3)

### Art Concentration – 15 Hours

**ART 512** Fabric Printing (3-6)

**ART 525** Ceramics Workshop (3-6)

**ART 552** Photography Workshop (3-6)

**ART 555** Drawing Workshop:Figure Drawing (3-6)

- ART 562** Sculpture Workshop:Figure Modeling (3-6)
- ART 569** Printmaking Workshop:Lithography (3-6)
- ART 671** Advanced Studio Problems (3)
- ART 681** Graduate Exhibition (3)

**Art History or Education Electives – 6 Hours**

- ART 510** Art History:Special Topics (3)
- EDU 517** Computers in the Instructional Process (3)
- EDU 601** Differentiated Instruction for Inclusive Settings Mild to Moderate (3)
- EDU 671** Curriculum Development: Theory and Applications (3)
- EDU 672** School Law (3)
- RDG 504** Children’s Literature (3)
- RDG 505** Psychology of Reading (3)
- SED 515** Human Exceptionalities Across the Lifespan (3)

## **MA Degree, major in Education-Concentration Music**

### **Program Requirements**

The Master of Arts Degree with a major in Education and a concentration in Music is for the student who holds a bachelor’s degree and teaching certificate/license and wishes to become a more insightful and effective music educator while engaging in creative problem-solving experiences.

Hours: 36-37

### **Professional Core Courses – 13 Hours**

- EDU 500** Statistics and Research (3)
- EDU 501** Educational Psychology (3)
- EDU 600** Integrative Project (1)
- EDU 602** Ethics for Educators (3)
- EDU 616** Cognition Across Cultures (3)

### **Music Concentration Courses – 17-18 Hours**

- MUS 510** Applications in Music Theory (3)
- MUS 520** Music of the World’s People (3)
- MUS 530** Music Education Trends - Theory and Applications (3)
- MUS 540** Applied Studies (1.5)

**MUS 540 should be taken 1.5 hours per semester for a total of 6 hours**

**Choose one from the following:**

- MUS 535** Instrumental Literature (3)
- MUS 536** Choral Literature (3)
- MUS 537** Orff Method Pedagogy (2)

**Education Concentration Courses – 6 Hours chosen from the following:**

- EDU 502** Measurement & Evaluation (3)
- EDU 517** Computers in the Instructional Process (3)
- EDU 601** Differentiated Instruction for Inclusive Settings Mild to Moderate (3)

**EDU 671** Curriculum Development: Theory and Applications (3)

**RDG 511** Content Area Reading (3)

**SED 515** Human Exceptionalities Across the Lifespan (3)

## Dyslexia Certificate

### Program Requirements

Hours: 21 hours

**RDG 505** Psychology of Reading (3)

**RDG 530** Phonics/Linguistics (3)

**RDG 538** Diagnosis & Remediation of Reading Problems (3)

**RDG 540** Fluency and Comprehension Development in Reading (3)

**RDG 591** Practicum in Evidence-Based Reading Instruction I (3)

**RDG 532** Advanced Phonics and Linguistics (3)

**RDG 592** Practicum in Evidence-Based Reading Instruction II (3)

**RDG 593** Dyslexia Certificate Advanced Reading Practicum (0)

### Program Outcomes

The Dyslexia certificate provides an in-depth knowledge base related to the field of reading and language development, assessment, instruction, and individual differences. This program provides teachers with the deep knowledge and practices that are needed to teach reading to dyslexic students, other struggling readers and/or the general student population. Completion of the dyslexia certificate requires 21 semester hours of specific reading coursework and a field experience, in addition to achieving a passing score on the Praxis II reading examination. The Dyslexia Certificate is for those who hold a bachelor's degree in Education or a related field (e.g. psychology, speech pathology).

The Dyslexia Certificate is also embedded within the Reading Science Master's degree. Upon completion of the Dyslexia Certificate, only 13 additional credit hours are needed to obtain the MA degree. All of the CMSJ Reading Science programs (Ohio Reading Endorsement, Dyslexia Certificate, and MA degree) share common coursework and all have been favorably reviewed by the International Dyslexia Association (IDA). The CMSJ Dyslexia Certificate is an IDA Recognized program, one of a select number of programs in the United States.

## Major in Teaching

The Teaching major in the Master of Arts degree is a program offered to the student who holds a bachelor's degree and is interested in seeking initial teacher licensure and a Master of Arts degree. The concentration allows for five licensure options within the Teaching major:

1. Inclusive Early Childhood (grades pre-K through 3);
2. Adolescent to Young Adults (grades 7-12) with traditional licensure in content areas of biology, chemistry, integrated language arts, integrated math, integrated science, integrated social studies or Adolescent to Young Adult (grades 7-12) with alternative resident educator licensure (AREL) 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 (grades K-12) in art or music; and
5. Multicultural Special Education with alternative resident educator licensure (AREL).

## Inclusive Early Childhood Education Licensure

### Program Requirements

The Teaching major with a concentration in Inclusive Early Childhood Education is offered to the student who holds a bachelor's degree and is interested in working with young children (3 to 8 years of age, who are developing typically or atypically) and with their families and community agencies. The early childhood professional can obtain licensure and/or a master's degree through the program. Graduates who earn this master's degree are prepared to teach young children in public or private schools as well as in other settings, such as educational assessment and tutoring clinics, residential facilities, camps, or community agencies. Part-time study is available for traditional IEC graduate students. Full-time study is available in the accelerated (TEAM) format only.

Hours: 48 Hours

### PROFESSIONAL CORE – 10 hours

- EDU 500 Statistics and Research (3)
- EDU 501 Educational Psychology (3)
- EDU 600 Integrative Project (1)
- EDU 602 Ethics for Educators (3)

### CONCENTRATION COURSES — 38 hours

- EDU 644 Graduate Student Teaching (6)
- EDU 645 Teacher Candidate Portfolio (0)
- IEC 510 Assessment and Diagnosis of Young Children (3)
- IEC 530 Integrating Science and Social Studies through Content Reading (3)
- IEC 552 Math Curriculum and Methods for Early Childhood (3)
- IEC 630 Promoting Young Children's Development (3)
- RDG 530 Phonics/Linguistics (3)
- RDG 538 Diagnosis & Remediation of Reading Problems (3)
- RDG 540 Fluency and Comprehension Development in Reading (3)
- SED 515 Human Exceptionalities Across the Lifespan (3)
- SED 521 Com Develop & Theories for Multicultural Environments (3)
- SED 631 Collaborative Pract Working Home, School & Com Agencies (3)

### TEAM-IEC Students Only

- IEC 642 IEC Apprenticeship I (1)
- IEC 643 IEC Apprenticeship II (1)

### Traditional IEC Students Only

- IEC 533 Inclusive Early Childhood Literacy Practicum (1)
- IEC 534 Inclusive Early Childhood Integrating Curriculum Practicum (1)

## Middle Childhood Education Licensure

### Program Requirements

The Teaching major with a Concentration in Middle Childhood Education is offered to students who hold a baccalaureate degree and are interested in teaching grades 4-9. Students are eligible for a middle childhood education license when they successfully complete 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. See undergraduate catalog for content course requirements.

Hours: 51 Hours

### PROFESSIONAL CORE - 10 hours

**EDU 500** Statistics and Research (3)

**EDU 501** Educational Psychology (3)

**EDU 600** Integrative Project (1)

**EDU 602** Ethics for Educators (3)

### CONCENTRATION COURSES - 41-44 hours

**EDU 502** Measurement & Evaluation (3)

**EDU 504** Behavioral Management/Classroom Organization (3)

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

**EDU 644** Graduate Student Teaching (6)

**EDU 645** Teacher Candidate Portfolio (0)

**MCE 533** School Practicum:Education Content (2)

**MCE 540** Introduction to Middle Childhood Education (3)

**RDG 505** Psychology of Reading (3)

**RDG 511** Content Area Reading (3)

**RDG 530** Phonics/Linguistics (3)

**RDG 538** Diagnosis & Remediation of Reading Problems (3)

**SED 515** Human Exceptionalities Across the Lifespan (3)

**EDU 517** Computers in the Instructional Process (3)

**EDU 517 licensure only requirement may be satisfied by passing division's technology proficiency assessment; course is not required for MA degree.**

**Choose two courses from the following, according to subject content:**

**MCE 558** Methods of Teaching Social Studies (3)

**MCE 556** Methods of Teaching Language Arts (3)

**MCE 559** Methods of Teaching Science (3)

**MTH 503** Methods of Teaching Mathematics (3)

## Multi-Age Education in Art or Music

### Program Requirements

The Teaching major with a Concentration in Art or Music is offered to the student who holds a bachelor's degree in Art or Music and is interested in teaching grades K-12. Students are eligible for a multi-age education license when they successfully complete the program.

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.

Hours: 43-46 Hours

### PROFESSIONAL CORE - 10 hours

**EDU 500** Statistics and Research (3)

**EDU 501** Educational Psychology (3)

**EDU 602** Ethics for Educators (3)

**EDU 600** Integrative Project (1)

### UNDERGRADUATE LEVEL COURSES REQUIRED FOR LICENSURE (7-8 credits plus content requirements in art or music)

**AED 290** Comprehensive Art Ed I (3)

**AED 390** Comprehensive Art Education II (4)

### OR

**MUS 343** Methods of Music I (4)

**MUS 344** Methods of Music II (4)

### Art or Music Undergraduate Content Requirements 56-58 credit hours

### GRADUATE LEVEL COURSES REQUIRED FOR LICENSURE & MA DEGREE (33-36 credits)

**AYA 550** Nature and Needs of Adolescents (3)

**AYA 670** AYA Curriculum Methods: Teaching to Standards (3)

**EDU 502** Measurement & Evaluation (3)

**EDU 504** Behavioral Management/Classroom Organization (3)

**EDU 517** Computers in the Instructional Process (3)

**EDU 533A** Art Education Practicum (1-3)

### or

**EDU 533M** Music Education Practicum (2-3)

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

**EDU 616** Cognition Across Cultures (3)

**EDU 644** Graduate Student Teaching (6)

**EDU 645** Teacher Candidate Portfolio (0)

**RDG 511** Content Area Reading (3)

**SED 515** Human Exceptionalities Across the Lifespan (3)

To complete Ohio Licensure: undergraduate content requirements + 7-8 credits undergraduate methods coursework + 27-30 credits graduate level course work + 6 credits student teaching + passing scores on required PRAXIS II

## Adolescent to Young Adult Licensure

### Program Requirements

The Teaching major with a Concentration in Adolescent to Young Adult Education is offered to students who hold a bachelor's degree and are interested in teaching in grades 7-12. 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 licensure programs in the following subject content areas: Biology, Chemistry, Integrated Language Arts, Integrated Mathematics, Integrated Science, and Integrated Social Studies. Students are eligible for an adolescent to young adult resident educator license in their respective subject area when they successfully complete the program.

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

Hours: 40-46 Hours

### PROFESSIONAL CORE - 10 hours

**EDU 500** Statistics and Research (3)  
**EDU 501** Educational Psychology (3)  
**EDU 600** Integrative Project (1)  
**EDU 602** Ethics for Educators (3)

### CONCENTRATION COURSES – 30-36 hours

**AYA 533** Adol/Young Adult Practicum (2-3)  
**AYA 550** Nature and Needs of Adolescents (3)  
**EDU 644** Graduate Student Teaching (6)  
**EDU 645** Teacher Candidate Portfolio (0)  
**EDU 502** Measurement & Evaluation (3)  
**EDU 504** Behavioral Management/Classroom Organization (3)  
**EDU 517** Computers in the Instructional Process (3)  
**EDU 601** Differentiated Instruction for Inclusive Settings Mild to Moderate (3)  
**AYA 670** AYA Curriculum Methods: Teaching to Standards (3)  
**RDG 511** Content Area Reading (3)  
**SED 515** Human Exceptionalities Across the Lifespan (3)

**Select the methods course that corresponds to your content area:**

**MTH 503** Methods of Teaching Mathematics (3)  
**AYA 556** Methods of Teaching Language Arts (3)  
**AYA 558** Methods of Teaching Social Studies (3)  
**AYA 559** Methods of Teaching Sciences (3)

## TEAM AYA Education

### Program Requirements

The TEAM AYA Program 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.

Students who pass the PRAXIS II for their subject area and who have completed six credit hours of graduate

course work may be eligible for the alternative resident educator license (AREL). The Ohio Department of Education (ODE) awards the AREL.

Those who receive the AREL and elect to continue in the program will be working toward a Master of Arts Degree with a major in Teaching and a concentration in adolescent to young adult education.

Hours: 34-41 Hours

**PROFESSIONAL CORE - 10 hours**

- EDU 500** Statistics and Research (3)
- EDU 501** Educational Psychology (3)
- EDU 600** Integrative Project (1)
- EDU 602** Ethics for Educators (3)

**CONCENTRATION COURSES - 24 hours**

- AYA 550** Nature and Needs of Adolescents (3)
- AYA 670** AYA Curriculum Methods: Teaching to Standards (3)
- EDU 502** Measurement & Evaluation (3)
- EDU 504** Behavioral Management/Classroom Organization (3)
- EDU 601** Differentiated Instruction for Inclusive Settings Mild to Moderate (3)
- RDG 511** Content Area Reading (3)
- SED 515** Human Exceptionalities Across the Lifespan (3)

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

- AYA 559** Methods of Teaching Sciences (3)
- MTH 503** Methods of Teaching Mathematics (3)

**OPTIONAL PRACTICUM/STUDENT TEACHING**

Students may opt to take one or both of the following two courses:

- AYA 533A** AYA Practicum (1)
- EDU 644** Graduate Student Teaching (6)
- EDU 645** Teacher Candidate Portfolio (0)

## **TEAM MSE - Intervention Specialist**

**Program Requirements**

The TEAM-Multicultural Special Education Program offers an accelerated, blended course delivery leading to a Master of Arts degree with a major in Teaching and a licensure in special education, grades K-12. This unique program prepares the individual to work with students with special needs who come from culturally and linguistically diverse backgrounds.

Hours: 42-44 Hours

**PROFESSIONAL CORE - 11 hours**

- EDU 500** Statistics and Research (3)
- EDU 501** Educational Psychology (3)
- EDU 602** Ethics for Educators (3)

**SED 650** Integrative Project Multicultural Special Education (2)

**CONCENTRATION COURSES - 25-27 hours**

**EDU 616** Cognition Across Cultures (3)

**EDU 645** Teacher Candidate Portfolio (0)

**RDG 617** Multisensory Explicit Phonics Instruction (3)

**SED 515** Human Exceptionalities Across the Lifespan (3)

**SED 521** Com Develop & Theories for Multicultural Environments (3)

**SED 522** Formal & Informal Assessment for Multicultural Spec Edu (3)

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

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

**SED 533 III** MSE Practicum Level III (1)

**SED 610** Reading Literature Development for Multicultural Special Education (3)

**SED 612** Cult Approp Prac for Managing Class & Behav (3)

**SED 631** Collaborative Pract Working Home, School & Com Agencies (3)

**SELECT ONE FOCUS AREA**

**Focus Option I – Mild to Moderate – 6 Hours**

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

**SED 611** Cur & Meth for Multicultural Special Ed Mild to Moderate (3)

**Focus Option II – Moderate to Intensive – 6 Hours (Option for AREL only)**

**SED 531** Cur & Mthds for Multicultural Special Ed Moderate & Intense (3)

**SED 532** Nature & Needs of MSE (M/I) (3)

Licensure Options

The TEAM-Multicultural Special Education Program offers two licensure options. The first option is the Alternative Resident Educator License (AREL) for grades K-12 Special Education. All coursework for the AREL license is embedded within the Master of Arts degree, which means the courses dual count both for licensure and for the graduate degree.

The second licensure option is designated for individuals who already possess a current Ohio teaching licensure in any subject or grade level. This second license also is embedded with the Master of Arts degree. However, individuals may select to only focus on the second special education license and not earn a Master's degree.

## Admission Procedure for Graduate Students in Education

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. Please include the names and contact information for 2 individuals who can be contacted for professional references.
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.
4. **Overall GPA of 3.0/Graduate Record Examination (GRE)** - Applicants should demonstrate their ability to do graduate level work by showing evidence of an undergraduate cumulative GPA of 3.0 and above or an acceptable score on the GRE. Contact program directors for additional information. Please note that applicants seeking licensure must meet student teaching requirements as noted in the Graduate Catalog and the Graduate Education Department Handbook.
5. Copy of a valid teaching certification/licensure, if applicable.
6. **Resume** - All applicants should submit a resume showing current and previous work experience.
7. **In addition to requirements 1-5 listed above, applicants for the TEAM program 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.
8. **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 Graduate Education Department reviews the materials. The Committee submits its recommendations to the chairperson of the Graduate 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.

## State Licensure Requirements

After admission into the Graduate Program, a BCI/FBI background check is required of all students in teacher licensure programs.

Whenever changes in Ohio Standards for Teacher Education and Licensure are recommended by the State Department of Education, the Ohio State Board of Education 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 Department of Education standards and required updates.

Students who successfully complete the teacher education programs listed in this catalog will be eligible for Ohio teaching licensure. Students are strongly encouraged to work closely with their program advisor to stay abreast of current requirements and updates.

## Field & 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. A minimum of one hundred clock-hours of field experiences prior to student teaching is required.

**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.

## Student Teaching Requirements

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

1. Be officially admitted to the licensure program.
2. Have an official BCI/FBI background check on file in the Education office
3. Apply by the posted deadline.
4. Have an overall 3.0 GPA on a 4.0 scale.
5. Earn a grade of "C" or better in all required licensure courses.
6. Verify CPR and first aid certification.
7. Complete all required field clinical experience hours.
8. Obtain advisor's approval.
9. Meet finger-printing/background check requirements.
10. Have documentation of attendance at one local, state, regional, or national conference.

Transfer students in graduate licensure programs must complete the residency requirement at the Mount before becoming eligible to student teach. A minimum of twelve weeks of full-time student teaching is required for licensure.



## 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. A 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<sup>1</sup>.

## Graduate Integrative Project

The graduate integrative project is intended to demonstrate the degree to which master's candidates have achieved the graduate learning outcomes defined by the college.

The Graduate Education integrative project is a critical analysis of educational research to propose a solution to a relevant educational issue.

## Nursing

**MSN - Master of Science in Nursing**  
**DNP - Doctor of Nursing Practice**

Susan Johnson, Ph.D., RN, Dean of Health Sciences  
Mary Kishman, Ph.D., RN, Chairperson, Department of Nursing  
Lynn Bertsch, Ph.D., MBA, RN, Program Director MSN/DNP

The Department of Nursing offers two graduate programs, the Master of Science in Nursing and the Doctor of Nursing Practice. Within these programs specialized tracks are offered:

Master of Science in Nursing

- MAGELIN: Master's Graduate Entry-Level into Nursing (formerly MN)
- Master of Science in Nursing Education
- Master of Science in Nursing Administration

Doctor of Nursing Practice

- Advanced Practice
- Administration

Each program has unique admission and program requirements.

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<sup>1</sup><http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=516&ContentID=12814&Content=43563>

### **MAGELIN – Master’s Graduate Entry-Level into Nursing Program (formerly MN)**

The MAGELIN program 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. Sixteen credit hours are taken in each of the four semesters, which include classroom and clinical learning activities.

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

The mission of the MAGELIN 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 conditionally approved by the Ohio Board of Nursing, and accredited by the Commission on Collegiate Nursing Education, One Dupont Circle NW, Suite 530, Washington DC 20036-1120, and (202) 887-6791. 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 MAGELIN Master of Science in Nursing Program is able to:

1. Implement and advocate for quality, safe, patient-centered care
2. Synthesize current evidence and theory to improve patient health outcomes
3. Integrate health care technology and information management systems to achieve safe practice environments and optimal health outcomes for diverse populations
4. Evaluate the influence of health care policy, finance, and regulatory practices on patient outcomes
5. Analyze principles of leadership, management, and communication while collaborating with interprofessional teams to improve the health care environment
6. Develop caring relationships with patients, families, and communities to promote population health and clinical prevention
7. Synthesize issues from professional, legal, ethical, social, and political arenas while engaging in nursing practice.

### **Master of Science in Nursing: Administration Track and Education Track**

The Master of Science in Nursing program prepares graduates to advance clinical nursing practice through specialized roles in two tracks: administration and education. The program focuses on the development of advanced clinical competencies as well as expertise in the chosen area of practice. Graduates of the Master of Science in Nursing program are prepared to provide evidence-based leadership to advance nursing practice and engage in interprofessional collaboration for the purpose of improving outcomes in today’s dynamic healthcare environment.

Students complete the program in six semesters. The program is offered in a blended format which includes a combination of online and face-to-face class meetings.

The graduate of the Master of Science in Nursing program will be able to:

1. Provide caring, values-based, ethical leadership as a member of the interdisciplinary health care team to improve patient and population health outcomes.
2. Promote therapeutic interventions within systems and organizations leading to quality improvement and safety.
3. Utilize information systems and patient care technology to enhance patient care.
4. Demonstrate the role of the master's-prepared nurse as a change agent within professional, social, and political arenas.
5. Analyze current best practices in the specialty area of study through intellectual debate and inquiry and the synthesis of theory and research.

### **Doctor of Nursing Practice: Administration Track and Advanced Practice Track**

The Doctor of Nursing Practice (DNP) provides the terminal academic preparation through specialized roles in two tracks: administration and advanced practice. The Post-Master's DNP is designed to prepare expert administrators and nurse clinicians to assume diverse leadership positions to improve health and health care outcomes. The program focuses on development of advanced competencies for complex practice along with evidence-based practice utilization to meet the demands impacting quality patient care delivery, patient outcomes, and system management. Graduates will be prepared to lead at the highest executive and clinical positions.

Students complete the program in six semesters. The program is offered in a blended format which includes a combination of online and face-to-face class meetings.

The graduate of the DNP program will be able to:

1. Practice at the highest level of nursing by integrating evidence-based practice, nursing theory, and leadership to improve health care outcomes.
2. Implement changes based on evaluation of complex health systems, health policy, and nursing science in response to social, political, economic, and ethical issues.
3. Evaluate the impact of change on complex health systems including individuals and populations.
4. Utilize information systems and technology to transform health care delivery and nursing practice.
5. Engage in interdisciplinary collaboration for the advancement of individual and population health outcomes.
6. Incorporate ethical beliefs and values to provide a framework for advanced nursing practice.

## **MAGELIN, MSN and DNP Academic Standards**

### **MAGELIN – Master's Graduate Entry-Level into Nursing Academic Standards**

Students in the MAGELIN - MSN program:

#### **Grades**

Students 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, 508, 509, 511, 512, 514, and 521.

Students need to earn a “C” or higher in Category II courses: MOL 600, NUR 510, NUR 515, NUR 520, NUR 531, NUR 631, and NUR 640. Although the student can earn a ”C” in these courses, his/her cumulative GPA must remain 3.0 or higher.

### **Academic Probation**

Students are placed on academic probation if either of the following 2 conditions occur:

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

### **Program Dismissal**

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**

Readmittance to the MAGELIN - MSN program is not possible if dismissed due to academic issues. 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. Readmittance will depend on the availability of a clinical placement. Please see the MAGELIN – MSN Student Handbook for additional policies and procedures that apply to MAGELIN students.

## **MSN Academic Standards**

### **Progression Policy**

In order to progress in the Administration and Education tracks in the Master of Science in Nursing program, the student must:

1. Have a completed Health Record (including immunizations) and documentation of current personal health insurance on file in the Department of Nursing; information must be kept current.
2. Adhere to the Statement of Professionalism as specified in the handbook.
3. Possess a current unrestricted RN license in your state of practice as a RN and in the state of all clinical rotations.
4. Complete 2 years of clinical nursing experience to matriculate past 9 hours of course work.
5. Students in the Master of Science in Nursing program must maintain a cumulative GPA of 3.0 or higher throughout the program. If the cumulative GPA falls below a 3.0 the student will be placed on “academic probation”. A student’s cumulative GPA must be at least a 3.0 after completion of one semester to be removed from academic probation.

### **Academic Probation**

Students are placed on academic probation if the cumulative GPA falls below 3.0/4.0. Once on probation students will have up six semester hours to achieve a GPA of at least 3.0 to remove their probationary status. A graduate student on academic probation will be returned to good standing when at least a 3.0 cumulative GPA is achieved. A student cannot be placed on probationary status more than once. If a student successfully removes him/herself from probationary status and subsequently has a cumulative GPA that falls below a 3.0 on the 4.0 scale, that student will be dismissed from the program.

### **Criteria for Academic Dismissal**

The student will be dismissed from the Master of Science in Nursing program for any of the following:

- cumulative grade point average below 3.0 in a graduate program for two semesters.
- The student earns an “F” in two or more courses.
- The student does not adhere to the Statement of Professionalism as specified in the handbook.

### **Leave of Absence**

Students should complete a Leave of Absence form for any term in which they do not intend to enroll with the intent to return to the College of Mount St. Joseph for program completion. Forms should be completed and submitted to the MSN/DNP Program Director in a timely manner. If the student is on leave for less than 1 year, the student will automatically be readmitted to the Master of Science in Nursing program under the current handbook which may require additional course work. If the student’s leave of absence is greater than 1 year, the student will need approval by the MSN/DNP Program Director for re-admittance. Students who do not register within 2 years will need to reapply to the College of Mount St. Joseph.

Students who wish to drop all courses for the semester should follow the Course Withdrawal Policy stated in the current *College of Mount St. Joseph Graduate Catalog*.

### **Graduation Requirements**

In order to graduate from the Master of Science in Nursing program, the following criteria must be met:

- Have an earned cumulative GPA of 3.0/4.0 or higher
- Completed the Master of Science in Nursing Program within 5 years of starting the program
- Minimum of 75% of credits must be earned at the College of Mount St. Joseph
- Completion and presentation of Integrative Project
- Completion of a graduation application which demonstrates completion of courses.

## **DNP Academic Standards**

### **Progression Policy**

In order to progress in the DNP program in the Department of Nursing, the student must:

1. Have a completed Health Record (including immunizations) and documentation of current personal health insurance on file in the Department of Nursing; information must be kept current.
2. Adhere to the Statement of Professionalism as specified in the handbook.
3. Maintain a current unrestricted RN license in your state of practice as a RN and in the state of all clinical rotations.
4. Maintain a cumulative GPA of 3.0 or higher throughout the program. If the cumulative GPA falls below a 3.0 the student will be placed on “academic probation”. A student’s cumulative GPA must be at least a 3.0 after completion of 6 semester hours to be removed from academic probation.

### **Academic Probation**

Students are placed on academic probation if the cumulative GPA falls below 3.0/4.0. Once on probation

students will have up to six semester hours to achieve a GPA of at least 3.0 to remove their probationary status. A graduate student on academic probation will be returned to good standing when at least a 3.0 cumulative GPA is achieved. A student cannot be placed on probationary status more than once. If a student successfully removes him/herself from probationary status and subsequently has a cumulative GPA that falls below a 3.0 on the 4.0 scale, that student will be dismissed from the program.

### **Criteria for Academic Dismissal**

The student will be dismissed from the DNP program for any of the following:

- Cumulative grade point average below 3.0 in a graduate program for two semesters.
- The student earns an “F” in two or more courses.
- The student does not adhere to the Statement of Professionalism as specified in the handbook.

### **Leave of Absence**

Students should complete a Leave of Absence form for any term in which they do not intend to enroll with the intent to return to the College of Mount St. Joseph for program completion. Forms should be completed and submitted to the DNP Program Director in a timely manner. If the student is on leave for less than 1 year, the student will automatically be readmitted to the DNP program under the current handbook which may require additional course work. If the student’s leave of absence is greater than 1 year, the student will need approval by the DNP Program Director for re-admittance. Students who do not register for two or more years will need to reapply to the College of Mount St. Joseph.

Students who wish to drop all courses for the semester should follow the Course Withdrawal Policy stated in the current *College of Mount St. Joseph Graduate Catalog*.

### **Graduation Requirements**

In order to graduate from the DNP program, the following criteria must be met:

- Have an earned cumulative GPA of 3.0/4.0 or higher
- Completed the DNP Program within 5 years of starting the program
- Minimum of 75% of credits must be earned at the College of Mount St. Joseph
- Completion and presentation of Capstone Project
- Completion of 1000 practicum hours which include hours earned in prior master’s degree program and DNP program. A minimum of 400 practicum hours are required in the DNP program at the College of Mount St. Joseph.
- Completion of a graduation application which demonstrates completion of DNP courses.

## **Requirements for MAGELIN - Entry Level into Nursing**

### **Program Requirements**

Hours: 64

**MOL 600** Exploring Leadership (3)

**NUR 500** Health Assessment (3)

**NUR 500A** Health Assessment Lab (0)

**NUR 501** Evidence-based PH Care Nursing Chron III (4)

- NUR 501A** Nursing Skills Lab (0)  
**NUR 501C** Evidence-based PH Care Nurs Chronically III Clinical (0)  
**NUR 503** Evidence-based Population Focused Primary Health Care (2)  
**NUR 504** Evidence-Based Primary Health Care - Nursing with Women and Infants (3)  
**NUR 505** Evidence-Based Primary Health Care - Nursing with Children & Families (3)  
**NUR 506** Evidence-Based Primary Health Care Nur with Mental Illness (3)  
**NUR 508** Evidence-based PH Care - Nursing with Critically Ill Clients (6)  
**NUR 508A** Critical Care Clinical LAB (0)  
**NUR 508C** Critical Care Clinical (0)  
**NUR 509** Primary Health Care Preceptorship (5)  
**NUR 510** Primary Healthcare Grad Seminar (1)  
**NUR 511** Evidence-based Pri Health Care With Acutely Ill Clients (4)  
**NUR 512** Evidence-Based Pri Health Care Nurs w/Acutely Ill - Clinical (4)  
**NUR 514** Primary Health Care Clinical Across the Lifespan (4)  
**NUR 515** Professional Roles & Issues (3)  
**NUR 518** Pathopharmacology I A Nursing Perspective (4)  
**NUR 518A** Pharmacology LAB (0)  
**NUR 519** Pathopharmacology II A Nursing Perspective (3)  
**NUR 531** Foundations of Nursing Research & Evidence Based Practice (3)  
**NUR 632** Evidence-Based Nursing Practice and Translational Science (3)  
**NUR 640** Health Care Policy (3)

### Admission Requirements

To be admitted to the MAGELIN program, students must complete a graduate application, submit a one-page typewritten statement of their goals, complete the pre-requisite course table form, complete a successful interview with the program director or designee, and meet the criteria below:

1. A non-nursing baccalaureate degree from a regionally accredited college or university. Send an official transcript verifying the degree directly from the institution attended 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 MSN 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 (infant/child, adolescent, adult)
  - Nutrition

Proficiency tests are available for some of the prerequisite courses. Complete a satisfactory background check.

# Requirements for the Master of Science in Nursing

## Program Requirements

Hours: 36-39 hours

### Education Track

(39 Hours)

- NUR 700 Advanced Pathopharmacology (3)
- NUR 701 Advanced Health Assessment (3)
- NUR 702 Clinical Specialty Practicum (3)
- NUR 710 Leading in Organizations and Systems (3)
- NUR 720 Teaching & Learning Theories and Strategies (3)
- NUR 721 Curriculum Development in Nursing Education (3)
- NUR 722 Evaluation in Nursing Education (3)
- NUR 723 Nursing Education Practicum (3)
- NUR 740 Integrative Project in Nursing Education (3)
- NUR 801 Biostatistics for Evidence Based Practice (3)
- NUR 802 Evidence-Based Practice (3)
- NUR 804 Global Health Care Policy (3)
- NUR 805 Transforming Healthcare Through Technology (3)

### Administration Track

(36 Hours)

- NUR 710 Leading in Organizations and Systems (3)
- NUR 730 Human Resource Mgmt for Nursing Administrators (3)
- NUR 731 Strategic Management in Nursing Administration (3)
- NUR 732 Organizational Management of Health Care Systems (3)
- NUR 733 Finance for Nurse Administrators (3)
- NUR 734 Nurse Administration Practicum I (3)
- NUR 741 Integrative Project for Nursing Administration (3)
- NUR 735 Nursing Administration Practicum II (3)
- NUR 801 Biostatistics for Evidence Based Practice (3)
- NUR 802 Evidence-Based Practice (3)
- NUR 804 Global Health Care Policy (3)
- NUR 805 Transforming Healthcare Through Technology (3)

## Admission Requirements

To be admitted to the Administration and Education tracks in the Master of Science in Nursing program, applicants must have:

- A completed graduate application (link to Graduate Application<sup>2</sup>)
- Application essay – Reasons for seeking the Master of Science in Nursing degree and professional goals
- Bachelor of Science in Nursing degree from a regionally accredited university or an entry level generalist masters degree in nursing such as the MAGELIN degree
- A minimum undergraduate GPA of 3.25 on a 4.0 scale

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<sup>2</sup><http://www.msj.edu/admission/apply-online/>



- A minimum graduate GPA of 3.25 in the generalist masters degree or acceptable GRE score
- Professional resume
- Three professional references
- TOEFL score per the College (as needed)
- Successful interview with the MSN/DNP Program Director or designee
- “C” or higher in an undergraduate statistics course
- 2 years of clinical nursing experience to matriculate
- Active RN license with no restrictions
- Acceptable criminal background check

## Requirements for the Doctor of Nursing Practice

### Program Requirements

Hours: 37-39 hours

### Advanced Practice

#### (37-39 Hours)

- NUR 800 Theoretical & Philosophical Perspectives for Evidence Based Practice (3)
- NUR 801 Biostatistics for Evidence Based Practice (3)
- NUR 802 Evidence-Based Practice (3)
- NUR 803 Building Collaborative Relationships in Advanced Practice Nursing (3)
- NUR 804 Global Health Care Policy (3)
- NUR 805 Transforming Healthcare Through Technology (3)
- NUR 810 Strategies for Serving Vulnerable Populations (3)
- NUR 811 Global Trends in Health and Disease (3)
- NUR 812 Funding and Capital Resource Management for Advanced Practice Nurses (3)
- NUR 813 Advanced Practice Practicum (5-7)
- NUR 830 Doctor of Nursing Practice Capstone I (3)
- NUR 831 Doctor of Nursing Practice Capstone II (2)

### Administration Track

#### (37-39 Hours)

- NUR 800 Theoretical & Philosophical Perspectives for Evidence Based Practice (3)
- NUR 801 Biostatistics for Evidence Based Practice (3)
- NUR 802 Evidence-Based Practice (3)
- NUR 803 Building Collaborative Relationships in Advanced Practice Nursing (3)
- NUR 804 Global Health Care Policy (3)
- NUR 805 Transforming Healthcare Through Technology (3)
- NUR 820 Administrative & Organizational Theory (3)
- NUR 821 Financial Controls of Complex Healthcare Organizations (3)
- NUR 822 Strategic Management of Complex Healthcare Organizations (3)
- NUR 823 Nursing Administration Practicum (5-7)

**NUR 830** Doctor of Nursing Practice Capstone I (3)

**NUR 831** Doctor of Nursing Practice Capstone II (2)

### **Admission Requirements**

To be admitted to the DNP program, applicants must have the following:

- A completed Graduate Application<sup>3</sup>
- Application essay - Reasons for seeking the DNP degree and professional goals
- Master of Science in Nursing degree from a regionally accredited university
- A minimum graduate GPA of 3.5 on a 4.0 scale
- Professional resume
- Three professional references
- TOEFL score per the College (as needed)
- Successful interview with the MSN/DNP Program Director or designee.
- “C” or higher in an undergraduate statistics course
- 2 years of clinical nursing experience to matriculate
- Active RN license with no restrictions
- Official documentation of practicum hours from master’s degree granting institution
- Acceptable criminal background check

## **Organizational Leadership**

*Charles Kroncke, Ph.D., Dean of Business*

*Daryl R. Smith, Ph.D., Chairperson of Organizational Leadership*

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

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<sup>3</sup><http://www.msj.edu/admission/apply-online/>

business, 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.
- understand how to harness and use technology effectively.
- 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.
- can communicate effectively through oral and written means.

## Requirements of the MSOL Program

### Program Requirements

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:

Hours: 39 hours

#### Leadership Core - 9 hours distributional requirement

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

#### Organizational Decision Making - 9 hours distributional requirement

**BUS 600** Accounting & Financial Decision Making (3)  
**LGS 625** Legal Issues in Organizations (3)  
**MGT 630** Organization Development (3)  
**MGT 645** Organization Theory & Design (3)  
**MOL 605** Methods of Organizational Research (3)  
**PHI 660** Ethical Issues in Organizations (3)

**BUS 600, MOL 605, PHI 660 are required**

#### People & Organizations - 9 hours distributional requirement

**MGT 610** People in Organizations (3)  
**MGT 640** The Changing Workplace (3)  
**HUM 670** Reading and Writing: The Culture of Work (3)  
**PSY 635** Social Influence (3)

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

**MGT 675** Leadership : Communication and Influence (3)

**MGT 610 is required**

**Technology - 6 hours distributional requirement**

**CIS 610** Understanding Technology (3)

**MGT 620** Managing Information, Technology and Projects (3)

**SOC 680** Culture & Technology (3)

**MGT 620 is required; CIS 610 is a prerequisite for MGT 620**

### **Admission Requirements**

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 \$50 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 the undergraduate institution(s) attended directly to the College of Mount St. Joseph, Graduate Admission Office, 5701 Delhi Rd. Cincinnati, Oh 45233. 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.

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.

## 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 cannot 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.

## Business Administration

Charles Kroncke, Ph.D., Dean of Division

Nancy Waldeck, Ph.D. Program Director of the MBA Program

The mission of the Master of Business Administration (MBA) program at the College of Mount St. Joseph is to prepare students with the knowledge, skills, and abilities to be business professionals who are ethical, socially responsible, and who can make strong contributions to organizations from the beginning of their careers. The MBA degree is offered in two tracks. The unique 4 + 1 track allows students admitted to the program to complete the requirements for an MBA through dual credit courses in their senior undergraduate year plus one additional year at the Mount. Students apply for the program in the spring of the junior year in their undergraduate program. Students admitted into the 4 + 1 MBA program complete four MBA courses during their senior year (12 credits). These four courses count dually toward their baccalaureate and MBA requirements. Students who have already completed a baccalaureate degree can enter the program as a graduate student and take the first four graduate courses. All students must complete their undergraduate degree and a project based internship prior to the full time year (the 5th year for 4+1 students). During this year students complete 24 credits in the MBA program for a total of 36 graduate credits.

### Program Outcomes and Competencies

The graduates of the MBA program will:

1. Demonstrate ethical decision-making and leadership.
  - Identify ethical issues and their implications
  - Apply ethical principles in decision-making and problem solving
  - Grasp the significance of ethical behavior in organizational life and the conduct of business.
  - Recognize and articulate issues of social responsibility and justice.
2. Apply principles of managerial finance, accounting, economics, and marketing.
  - Discuss financial, accounting, economic, and marketing issues knowledgeably and confidently.
  - Analyze and interpret financial, accounting, and economic data and information.
  - Identify and assess costs in managerial and organizational decisions.
  - Assess and interpret data, both qualitative and quantitative.
  - Use technologies effectively in business applications and information acquisition.

3. Use effective interpersonal, group, and team skills in the conduct of professional and organizational life.
  - Use situational awareness of own behaviors and others to improve personal and interpersonal effectiveness.
  - Apply fundamentals of group dynamics to lead individuals, teams and groups.
  - Apply principles of negotiation and conflict resolution.
4. Communicate effectively across media (e.g., face-to-face, electronic, paper etc.).
  - Write clearly and professionally across media appropriate to context both internal and external to the organization.
  - Speak clearly and professionally across the range of business and organizational situations.
  - Apply knowledge of communication in interpersonal discourse (i.e., active listening, nonverbal communication, etc.).
  - Use technologies effectively to enhance communications.
  - Demonstrate ability to answer questions, “think on one’s feet,” in formal and informal situations.
5. Comprehend implications of cultural and international differences for the practice of business
  - Describe significance of cultural differences (e.g., ethnic, gender) in conduct of professional life
  - Recognize differences in international business practices.
6. Appreciate and comprehend business as a profession
  - Demonstrate behaviors that enhance effectiveness in a variety of business and community settings.
  - Know how to maintain awareness of current business practices, technologies, and emerging trends.

## Requirements of the Master of Business Administration (MBA) Degree in the 4 + 1 Program

### Program Requirements

**(30 Foundational credit hours and 36 MBA program hours)**

Candidates for the MBA must successfully complete the following to graduate:

- 30 hours of Foundational course work with a GPA of 3.0 or higher
- 36 hours of MBA coursework with a GPA of 3.0 or higher
- project based program internship
- MBA portfolio

Hours: 66

### Foundational Courses (30 credits) prior to the 5th year

**ACC 213** Principles of Accounting I (3)  
**ACC 214** Principles of Accounting II (3)  
**BUS 260** Business Research (3)

**BUS 352** Business Communications I (3)  
**CIS 135** Spreadsheets (3)  
**ECO 211** Principles of Macroeconomics (3) S

or

**ECO 212** Principles of Microeconomics (3) S  
**FIN 300** Corporate Finance (3)  
**MGT 300** Management/Org Behavior (3)  
**MKT 300** Principles of Marketing (3)  
**MTH 174** Statistics I (3) MA

or

**MTH 176** Stats I With SPSS (3) MA

**MBA PROGRAM COURSES (36 credits)\***

**ACC 600** Managerial Accounting (3)  
**BUS 500** Business and Society (3)  
**BUS 566** Global Commerce (3)  
**BUS 651** The Business Profession I (3)  
**BUS 652** The Business Profession II (3)  
**ECO 620** Managerial Economics (3)  
**FIN 610** Managerial Finance (3)  
**MGT 580** Group Dynamics & Team Building (3)  
**MGT 615** Communications for Managers (3)  
**MGT 625** Leadership & Organizational Behavior (3)  
**MGT 635** Negotiations (3)  
**MKT 520** Marketing Management (3)

**\*Dual credit courses BUS 500, BUS 566, MGT 580, and MKT 520 to be taken before full acceptance in the MBA program. Count for undergraduate and graduate programs.**

**Internship**

The internship is an important component of the MBA Program. The internship will be project-based and focused on providing competencies identified as essential in the workplace and supported by the MBA. The internship is a minimum of 120 hours, needs to be completed prior to the 5<sup>th</sup> year of the MBA program and can be in any business field including accounting, marketing, finance or human resource management. The successful completion of the internship will be determined through reports by the supervisor, faculty advisor and a written report completed by the student.

There are three ways to obtain and meet the internship requirement:

- Complete an approved co-op in the undergraduate senior year through the Mount's Career and Experiential Education Center
- Complete an approved project-based experience with a current employer
- Complete an internship with contacts obtained through the Division of Business.

**MBA Portfolio and Review**

An important part of the MBA Program is the development of the MBA portfolio. When completed, this portfolio can be used to demonstrate student competencies in several business areas. Throughout the

MBA program, each student will maintain an MBA portfolio which documents student competencies. Some portfolio entries will be required, with others, selected by the student. The development of this portfolio will culminate during the BUS 652 course.

A portfolio review is the culminating program experience. The portfolio review consists of (1) a formal presentation, (2) faculty evaluation of the portfolio, and (3) an informal discussion with the Director of MBA program regarding evaluation results.

### **Admission Requirements**

There are two stages to the 4+1 MBA program application process: 1) application for provisional status and 2) progression to full admission status.

### **Application for Provisional Status to the MBA program**

Students should submit applications to the MBA program in the spring semester of their junior year. Upon acceptance to the program, students will achieve provisional status into the MBA program and will be eligible to take the four graduate level courses during the senior year of their baccalaureate program. Requirements for obtaining provisional status are as follows:

- An undergraduate cumulative GPA of 3.0 (“B”).
- Graduate Admission Application.
- MBA Required Foundational Courses form.
- Two letters of reference: 1) one from faculty in the Division of Business who can attest to your ability to do graduate-level work and 2) a letter of ethical/character reference from someone familiar with the applicant other than immediate family.
- Submission of a one-page, typed statement of the applicant’s career goals in the next five years and how an MBA will help you in achieving your goals.

### **Progression to Full Admission to the MBA Program**

Provisionally admitted MBA students become fully admitted degree-seeking students at the end of their senior year upon the completion of the following:

- an undergraduate degree with a cumulative GPA of 3.0 or higher
- all pre-requisite courses with GPA of 3.0 or higher from these courses
- the required 12 credits of dual listed MBA courses with a grade of “B” or higher.
- successful project based internship

### **Admission to the MBA program for students who have completed an undergraduate degree**

Requirements for admission to the program are as follows:

1. A degree from a regionally accredited college or university. Send an official transcript verifying the degree directly from the institution attended 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.



3. Completion of the MBA Required Foundational Course form.
4. Two letters of reference: 1) one from faculty in your undergraduate program who can attest to your ability to do graduate-level work and 2) a letter of ethical/character reference from someone familiar with the applicant other than immediate family.
5. Submission of a one-page, typed statement of the applicant's career goals in the next five years and how an MBA will help you in achieving your goals.
6. Successful interview with the MBA admission's committee.

### Progression in the MBA Program

- MBA students progress to the full-time year upon the completion of the following:
- all foundational courses with GPA of 3.0 or higher from these courses
- the required 12 credits of dual listed MBA courses with a grade of "B" or higher.
- successful project based internship

## Physical Therapy

*Susan Johnson, PhD., RN, Dean of Health Sciences*

*Karen Holtgreffe, DHS, PT, OCS, Chairperson of Physical Therapy*

The Doctor of Physical Therapy degree (DPT) is a comprehensive degree program 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 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 College of Mount St. Joseph transitioned to the Doctor of Physical Therapy (DPT) degree in 2006. 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 was the first private college in the state of Ohio to receive approval to offer the DPT.

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 completing their undergraduate degree:

- Complete an undergraduate degree, complete all program pre-requisites, have an overall GPA of 3.0, a minimum science GPA of 2.75, and submit all admission materials by the deadline (apply in Fall of senior year)
- At the time of application, all the course pre-requisites do not need to be completed, but must be complete prior to starting the program.

- Transfer students must complete a minimum of 60 credit hours of undergraduate coursework at the College, complete an undergraduate degree, complete all program prerequisites, have an overall GPA of 3.0 (ALL undergraduate coursework, from all institutions attended will be considered in this calculation), a minimum science GPA of 2.75, and submit all admission materials by the deadline (apply in fall of senior year).

**NOTE:** if a College of Mount St. Joseph student has an overall GPA of 3.0, but does not meet the minimum science GPA of 2.75, he/she is not guaranteed admission, but will be considered with all other applicants.

## 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 placed on academic probation and 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 dismissed from the program.

### Additional DPT Program Standards

DPT students complete Professional Behaviors self assessment 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 Professional Behaviors 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 behaviors 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.

### Integrative Project for the DPT Program

During each clinical internship, students are expected to complete a clinical education project. The purpose of the project is to link didactic curricular themes with clinical education in a way that is relevant to clinical experiences and needs. Specific topics and formats are to be negotiated and decided between students, clinical instructors, and clinics in order to meet the educational needs of the student and clinical/community needs of the facility. The clinical education project during the 3rd internship will be the Integrative Project of the DPT program. This clinical education project will show synthesis of learning from the previous internships and courses to demonstrate integration of program outcomes. Specifics will be found in the student clinical education handbook.

### Physical Therapy Program Graduation Requirement

Graduation requirements follow the College of Mount St. Joseph requirements for graduate students, outlined in the Graduate Catalog. This includes the maintenance of a 3.0/4.0 GPA in all graduate coursework. Additionally, DPT students are required to successfully complete the 116 credits identified in the curriculum plan, four clinical internships, and demonstrate appropriate professional behaviors.

# Requirements for DPT Program

## Program Requirements

Hours: 116 hours

### YEAR ONE

- BIO 526 Human Gross Anatomy (8)
- BIO 526A Human Gross Anatomy (LAB) (0)
- PT 601 Foundational Science (4)
- PT 603 Surface Anatomy (1)
- PT 605 Clinical Exercise Physiology with Lab (3)
- PT 605A Exercise Physiology (LAB) (0)
- PT 608 Biomechanics/Kinesiology w LAB (4)
- PT 608A Biomechanics/Kinesiology (LAB) (0)
- PT 610 Basic Patient Care Skills (3)
- PT 610A Basic Patient Care Skills (LAB) (0)
- PT 611 Therapeutic Modalities with LAB (3)
- PT 611A Therapeutic Modalities (LAB) (0)
- PT 612 Basic Examination & Evaluation (3)
- PT 612A Basic Examination & Eval (LAB) (0)
- PT 615 Therapeutic Exercise with LAB (3)
- PT 615A Therapeutic Exercise (LAB) (0)
- PT 624 Neuroanatomy and Physiology (3)
- PT 624A Neuro A & P (LAB) (0)
- PT 650 Professional Socialization I (2)
- PT 651 Professional Socialization II (2)
- PT 652 Professional Issues in PT I (1)
- PT 661 Foundations of Critical Inquiry in Physical Therapy (2)

### YEAR TWO

- PT 700 Introduction to Clinical Experience I (1)
- PT 701 Introduction to Clinical Experience II (1)
- PT 702 Foundational Science II (3)
- PT 703 Foundational Science III (3)
- PT 715 Patient Management: Acute Care & Cardiopulmonary with LAB (3)
- PT 715A Patient Mgmt:Acute Care and Cardiopulmonary (LAB) (0)
- PT 720 Patient Management: Applied Orthopedics I with LAB (6)
- PT 720A Patient Mgmt:Applied Orthopedics I (LAB) (0)
- PT 721 Patient Management: Applied Orthopedics II with Lab (5)
- PT 721A Patient Mgmt:Applied Orthopedics II (LAB) (0)
- PT 731 Patient Management: Neurorehabilitation with Lab (6)
- PT 731A Patient Mgmt:Neurological Rehabilitation II (LAB) (0)
- PT 745 Patient Management: Special Topics with LAB (3)
- PT 745A Patient Management: Integrated (0)
- PT 746 Patient management: (3)
- PT 747 Patient Management:Lifespan II Geriatric Conditions with LAB (4)
- PT 747A Patient Mgmt:Lifespan II - Geriatric Conditions (LAB) (0)
- PT 753 Health Care Policy (3)
- PT 754 Professional Issues in PT II (1)
- PT 762 Research in Physical Therapy I (3)
- PT 770 Administration, Consultation & Management (3)

## YEAR THREE

- PT 855** Professional Issues In PT III (1)  
**PT 863** Research in Physical Therapy II (2)  
**PT 881** Internship I (5)  
**PT 882** Internship II (5)  
**PT 883** Internship III (5)  
**PT 884** Internship IV (5)

### Electives - 3 hours from the following:

- PT 875** Elective Seminars in PT (1-3)  
**PT 876** Independent Studies in PT (1-3)

**PT 875 and 876 may be repeated for a minimum of 3 hours**

### Admission Requirements

\*\*The Physical Therapy Department at the College of Mount St. Joseph participates in the Physical Therapist Centralized Application Service, known as PTCAS. Applicants applying to the Doctor of Physical Therapy Program must apply online using the PTCAS application. See Mount webpage at <http://www.msj.edu/academics/graduate-programs/doctor-of-physical-therapy1/admission-requirements/>.

1. An earned undergraduate degree with a minimum GPA of 3.0 on a 4.0 scale. Notes: All undergraduate coursework, from all institutions attended will be considered in this calculation. For those individuals with a graduate degree, only the graduate degree GPA will be used.
2. Completion of the following prerequisite course work, with a grade of "C" or better (this includes C+, C, and C-), prior to the start of DPT course work in June:

**Sciences** - one (1) year [two (2) semesters or three (3) quarters] of each of the following courses with laboratory:

- Anatomy and Physiology (Human is preferred, although mammalian or vertebrate are also acceptable; courses in exercise physiology do NOT count towards the physiology requirement)
- Physics (algebra/trigonometry based as well as calculus based courses are acceptable)
- Chemistry (general chemistry, organic chemistry and biochemistry are all acceptable)

**Humanities and Social Sciences** - one course in each of the following areas:

- Psychology
- Sociology
- Ethics

**Statistics** - one course

3. Completion of at least 80 hours of clinical observation in at least two distinctly different physical therapy settings (minimum of 20 hours to qualify as a second setting).
4. Completion of the PTCAS application including ALL verifications, transcripts, etc) by the application deadline of November 1st.
5. Completion of the Graduate Record Examination (GRE). Note: Scores within the last seven years will be accepted. This requirement is waived for applicants matriculating from the Mount.

### Additional Requirements

*For International Students*

1. Undergraduate transcripts from countries outside the United States will need to be evaluated by World Education Service ([www.wes.org](http://www.wes.org))
2. TOEFL requirements: paper-based - 510 undergraduate, 560 graduate, computer-based - 220, i-TOEFL - 83. ([www.ets.org/toefl](http://www.ets.org/toefl)). Requirements can be waived only if the graduate department requires another standardized test, e.g. GRE.
3. Permanent residents must provide a copy of Alien Registration Card (green card) or a copy of visa documentation.
4. Declaration of Finances (for F-1 Visa), either I-134 or certified bank statement on letterhead with dollar amount equal to one year's tuition, housing, etc

### *Technical Standards*

The DPT program has established specific technical standards for admission. These standards reflect the minimum mental and physical requirements necessary to become a physical therapist. Candidates for selection to the College of Mount St. Joseph DPT program should review these before making the decision to apply to the program. However, this form is not a part of the DPT application. After students are enrolled, they will be required to verify they understand and meet these standards or that they believe that, with certain accommodations, they can meet them.

### **Application Deadline**

The deadline for all applications is November 1st.

**ALL application materials must be complete and to PTCAS by the application deadline to be considered for an interview.** Thus, clinical observation hours must be completed and official GRE scores and transcripts must to PTCAS by the application deadline in order to be considered for an interview. The only exception is ongoing prerequisite coursework and transcripts. It is acceptable to be completing your degree and/or some prerequisite courses when you apply. However, all completed coursework must be documented with transcripts by the application deadline.

### **Admission Decision Timeline**

- November 1: PTCAS application must be completed by this date
- December: DPT program mails letters to selected candidates for on-campus interviews
- January: Candidate interviews to be held at the College of Mount St. Joseph
- February: DPT program mails letters of acceptance to selected candidates
- Mid-June: DPT coursework begins

### **Questions? Need more information?**

If you need further information, contact the DPT program:

Email: [physical\\_therapy@mail.msje.edu](mailto:physical_therapy@mail.msje.edu)  
 Phone: (513) 244-4890  
 Toll free: 1 (800) 654-9314  
 Fax: (513) 451-2547  
 Attn: DPT program  
 5701 Delhi Road  
 Cincinnati, Ohio 45233

## Deferral of Enrollment or Leave of Absence

In the event of an extraordinary life circumstance, a student selected for admission 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 Chairperson of Physical Therapy prior to the start of the intended semester of enrollment and will require the concurrence of the Dean of Adult and Graduate Studies 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 Chairperson of Physical Therapy prior to the start of the intended leave of absence and will require the concurrence of the Dean of Adult and Graduate Studies 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 Chairperson of Physical Therapy and the Dean of Adult and Graduate Studies.

## Religious Studies

*Marge Kloos, S.C., D.Min., Dean of Arts & Humanities*

*John Trokan, D.Min., Chairperson of Religious/Pastoral Studies*

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.

## Requirements of the Graduate Program

### Program Requirements

#### 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).

Hours: 36 hours

#### Spiritual and Pastoral Care in Systems Core - 18 hours

- RPS 500** Theology of Ministry and Pastoral Care (3)
- RPS 502** Family & Community Systems (3)
- RPS 508** Theology of Community and 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 and 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 (3-6)

or

**One of the following: (3)**

- RPS 590** Appalachian Culture and Spirituality (3)
- RPS 591** Cherokee Culture & Spirituality (3)

**RPS 592** Honduran Culture & Spirituality (3)  
**RPS 593** Lakota Culture & Spirituality (3)  
**RPS 594** US/Mexico Border Experience (3)  
**RPS 595** Pastoral Care & Spirituality in Ireland (3)

**Integrating Project - 3 hours**

**RPS 575** Integrating Project (3)

**Admission Requirements**

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 3.0 on a scale of 4.0 sent directly from the undergraduate institution(s) to the Office of Graduate Admission, College of Mount St. Joseph, 5701 Delhi Rd, 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.

## **Certificate in Pastoral Administration**

**Program Requirements**

Hours: 18 hours

**Track A – With Master’s-level Theology Background - 18 hours**

**Theological/Spiritual Foundations – 3 hours**

**RPS 508** Theology of Community and Leadership (3)

**Leadership & Organizational Foundations – 12 hours**

**RPS 514** Spirituality of Leadership (3)  
**BUS 600** Accounting & Financial Decision Making (3)  
**MGT 610** People in Organizations (3)  
**MGT 675** Leadership : Communication and Influence (3)

**Legal Foundations – 3 hours**

**LGS 625** Legal Issues in Organizations (3)

**Track B – With Master’s but Without Theology Background - 18 hours**

**Theological Foundations – 6 hours**



**RPS 500** Theology of Ministry and Pastoral Care (3)  
**RPS 508** Theology of Community and Leadership (3)

**Pastoral Foundations – 3 hours**

**RPS 514** Spirituality of Leadership (3)

**Leadership & Organizational Foundations – Choose two from the following three:**

**BUS 600** Accounting & Financial Decision Making (3)  
**MGT 610** People in Organizations (3)  
**MGT 675** Leadership : Communication and Influence (3)

**Legal Foundations – 3 hours**

**LGS 625** Legal Issues in Organizations (3)

**Track C — Degree and Certificate-seeking, concurrent with Master’s degree study**

**Program Requirements — Degree: 36 hours plus Certificate**

**Pastoral Foundations — 3 hours**

**RPS 514** Spirituality of Leadership (3)

**Leadership & Organizational Foundations — 9 hours**

**BUS 600** Accounting & Financial Decision Making (3)  
**MGT 610** People in Organizations (3)  
**MGT 675** Leadership : Communication and Influence (3)

**Legal Foundations — 3 hours**

**LGS 625** Legal Issues in Organizations (3)

**Track D – Certificate-seeking, post baccalaureate degree – 21 hours**

**Theological Foundations – 6 hours**

**Choose two from the following three:**

**RPS 500** Theology of Ministry and Pastoral Care (3)  
**RPS 514** Spirituality of Leadership (3)  
**RPS 508** Theology of Community and Leadership (3)

**Leadership and Organizational Foundations - 9 hours**

**BUS 600** Accounting & Financial Decision Making (3)  
**MGT 610** People in Organizations (3)  
**MGT 675** Leadership : Communication and Influence (3)

**Pastoral Foundations – 3 hours**

**RPS 512** Pastoral Practicum (3-6)

**Legal Foundations – 3 hours**

**LGS 625** Legal Issues in Organizations (3)

### **Admission Requirements**

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 3.0 on a scale of 4.0 sent directly from the undergraduate institution(s) to the Office of Graduate Admission, College of Mount St. Joseph, 5701 Delhi Rd, 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.

## **Certificate in Spiritual and Pastoral Care**

### **Program Requirements**

Hours: 18 hours

#### **Spiritual and Pastoral Care in Systems Core - 18 hours\***

- RPS 500** Theology of Ministry and Pastoral Care (3)
- RPS 502** Family & Community Systems (3)
- RPS 508** Theology of Community and 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)

The certificate curriculum is offered over a two year cycle.

### **Admission Requirements**

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 3.0 on a scale of 4.0 sent directly from the undergraduate institution(s) to the Office of Graduate Admission, College of Mount St. Joseph, 5701 Delhi Rd, 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.

# Academic Information

## Academic Calendars

### 2012-13 Academic Calendar

#### First Semester

August 27	Monday	Classes Begin (Day & Evening)
September 3	Monday	Labor Day - Holiday
October 12	Friday	Mid-Semester Holiday
November 21-25	Wednesday-Sunday	Thanksgiving Recess - College Closed
November 26	Monday	Classes Resume
December 10-13	Monday-Thursday	Semester Examinations
December 13	Thursday	Semester Ends

#### Second Semester

January 14	Monday	Classes Begin (Day & Evening)
January 21	Monday	Martin Luther King Holiday
February 22	Friday	Mid-Semester Holiday
March 11-16	Monday-Saturday	Spring Break
March 18	Monday	Classes Resume
March 29-April 1	Friday-Monday	Easter Break (Good Friday thru Easter Monday)
April 2	Tuesday	Classes Resume
May 6-9	Monday-Thursday	Semester Examinations
May 9	Thursday	Semester Ends
May 11	Saturday	Commencement

## 2013-14 Academic Calendar

### First Semester

August 26	Monday	Classes Begin (Day & Evening)
September 2	Monday	Labor Day - Holiday
October 11	Friday	Mid-Semester Holiday
November 27- December 1	Wednesday - Sunday	Thanksgiving Recess Begins - College Closed
December 2	Monday	Classes Resume
December 9 - 12	Monday-Thursday	Semester Examinations
December 12	Thursday	Semester Ends

### Second Semester

January 13	Monday	Classes Begin (Day & Evening)
January 20	Monday	Martin Luther King Holiday
February 21	Friday	Mid-Semester Holiday
March 10-15	Monday - Saturday	Spring Break
March 17	Monday	Classes Resume
April 18 - 21	Friday - Monday	Easter Break (Good Friday thru Easter Monday)
April 22	Tuesday	Classes Resume
May 5 - 8	Monday-Thursday	Semester Examinations
May 8	Thursday	Semester Ends
May 10	Saturday	Commencement

## Course Descriptions

### ACC 600 Managerial Accounting (3)

*Prerequisite(s):* ACC 213 and ACC 214

This course focuses on the use of accounting concepts, systems, and tools in managing contemporary organizations. Emphasis is on the role of accounting in managerial and organizational planning, control, and decision-making. Students will develop an in-depth knowledge of accounting systems, understand the importance of ethical standards in accounting activities, and apply accounting concepts in "real world" cases.

### ART 510 Art History:Special Topics (3)

Courses offered on an occasional basis to explore subject matter of special interest or timely relevance. Topics may include "Matisse & Picasso: Dialogue & Rivalry of Great Modern Masters," "History of Photography," etc.

### 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 Printing (3-6)

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 520 Painting Workshop (3)**

**ART 525 Ceramics Workshop (3-6)**

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

**ART 526 Toolmaking for Potters (1.5)**

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: The Narrative Box - Stories & Secrets (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 & 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 536 Sculpture Workshop:Sustainable Mixed Media (3)**

Individual tutoring in various media will include, but is not limited to: wood carving and fabrication, stone carving, welding and steel fabrication, and neon. Emphasis will be on various techniques and large scale.

**ART 552 Photography Workshop (3-6)**

Advanced photographic skills are explored with a focus on lighting, professional development, and studio use. Students will focus on portfolio development and in-depth research. A computer with an internet connection is required as Blackboard will be used as the course management system.

**ART 555 Drawing Workshop:Figure Drawing (3-6)**

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 Workshop:Figure Modeling (3-6)**

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

**ART 562B Sculpt Wkshp:Mixed Media (1-6)**

Individual tutoring in various media will include, but is not limited to: wood carving and fabrication, stone carving, welding and steel fabrication, and neon. Emphasis will be on various techniques and large scale.

### **ART 569 Printmaking Workshop:Lithography (3-6)**

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 671 Advanced Studio Problems (3)**

*Prerequisite(s):* Instructor approval, learning contract, and intermediate level of accomplishment in area of concentration

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 681 Graduate Exhibition (3)**

*Prerequisite(s):* Instructor approval, learning contract, and to be taken last, having completed 12 of 15 credits required in the Art Concentration

Required course to be taken last in the Art Concentration sequence. The course requires the graduate student to create a culminating body of work in the chosen area of arts concentration that will then be exhibited in the Studio San Giuseppe Art Gallery. The student must work closely in consultation with a graduate faculty member through the conception and execution of this body of work. A reflective paper is also required and will accompany the exhibited art work.

### **AYA 533 Adol/Young Adult Practicum (2-3)**

*Prerequisite(s):* AYA 550, AYA 670

Admission to Graduate Program, minimum GPA 3.0, 30 credit hours in your major, and the methods course in your content area. Instructor permission is required for this course. The field experience is the central component of this course. The student will be assigned to a specific school in grades 7-9 where he/she will participate in flexible field hours Monday through Friday for 12 weeks and monthly seminars. Teaching activities as designated by the instructor will be assigned in order to apply theory learned in prior course work.

### **AYA 550 Nature and Needs of Adolescents (3)**

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 556 Methods of Teaching Language Arts (3)**

*Crosslisted MCE 556* This course is designed to introduce the teacher candidate to the principles, practices, and guidelines necessary to teach language arts to a diverse population of middle level students and secondary level students. The teacher candidate will prepare language arts lessons that ensure success for all learners enabling them to construct a meaningful understanding of language arts concepts. Lessons and language arts

curricula projects will be aligned to the ODE content standards and to the learning outcomes for the Ohio Reading and Writing Proficiency Tests. Integration in other content areas will be explored and encouraged.

**AYA 558 Methods of Teaching Social Studies (3)**

*Crosslisted MCE 558*, This course is designed to prepare the teacher candidate to teach social studies and the social sciences to children in the middle and secondary grades. Students will become familiar with the curriculum framework as well as the philosophies behind various teaching approaches as outlined by the NCSS Standards and the Ohio K-12 Content Standards for the Social Studies. The teacher candidate will investigate and practice using various teaching techniques and materials.

**AYA 559 Methods of Teaching Sciences (3)**

*Crosslisted MCE 559*, 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 require 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.

**AYA 670 AYA Curriculum Methods: Teaching to Standards (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.

**BIO 526 Human Gross Anatomy (8)**

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, peripheral vascular and nervous systems.

**BIO 526A Human Gross Anatomy (LAB) (0)**

*Corequisite(s)*: BIO 526

Course description as stated on BIO 526

**BUS 500 Business and Society (3)**

*Prerequisite(s)*: MGT 300

Examines interrelationships between business and society and the criticality of these relationships to organizational effectiveness, environmental issues, community well-being, and the common good. Students analyze issues of concern to internal and external stewardship (e.g., social, community, environmental) and how government and stakeholders affect ethical and social issues in organizational decision-making.

**BUS 566 Global Commerce (3)**

*Prerequisite(s)*: ECO 211 or ECO 212

Examines essential areas of international business activities in the global environment to include impact on large corporations as well as small enterprises. These activities include but are not limited to international trade, foreign manufacturing, and service activities. Students will learn about demographic, cultural, and political factors affected global commerce. Representative topics include the global business environment, theories of international trade, international investments, exchange rates, international marketing, cultural differences, and cross-cultural ethical issues in the conduct of international business.

**BUS 600 Accounting & Financial Decision Making (3)**

This course will involve the preparation, analysis, communication, and interpretation of accounting informa-

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

### **BUS 651 The Business Profession I (3)**

*Prerequisite(s):* BUS 500

This is the first course in a two semester sequence exploring (1) what it means to be a business professional, (2) contemporary issues in business administration, and (3) specific content knowledge not covered elsewhere in the MBA curriculum. The course will consist of core readings (e.g., history of business, business as a profession), topical seminars (e.g., liberal arts and business, ethics and social justice, professional conduct), and content modules (e.g., information technology, selling, entrepreneurship).

### **BUS 652 The Business Profession II (3)**

*Prerequisite(s):* BUS 651

This is the second course in a two semester sequence exploring (1) what it means to be a business professional, (2) contemporary issues in business administration, and (3) specific content knowledge not covered elsewhere in the MBA curriculum. The course will consist of core readings, topical seminars, and content modules

### **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 MGT 620.

### **ECO 620 Managerial Economics (3)**

*Prerequisite(s):* ECO 211 and ECO 212

Develops and applies an economic framework for managerial analyses and effective decision-making. Students will use economic principles to analyze business problems, identifying relevant factors and relationships and formulating decision models. Topics include supply and demand analysis, forecasting, cost and revenue, production theory, alternative pricing strategies, market competition, market conditions, and government interventions.

### **ECO 655 Global Economic Awareness (3)**

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

### **EDU 500 Statistics and Research (3)**

This course explores the components of the research process: problem definition, hypothesis construction, variables, literature review, research designs, statistical methods, collecting, analyzing, and interpreting data.

### **EDU 501 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 502 Measurement & 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.

**EDU 504 Behavioral Management/Classroom Organization (3)**

Principles and practices in behavioral management in the classroom. Basic concepts of behavior modification, learning theory and operant conditioning. Models and strategies that influence and can be used for behavioral management in educational and other settings.

**EDU 517 Computers in the Instructional Process (3)**

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

**EDU 533A Art Education Practicum (1-3)**

*Prerequisite(s):* Web Approval of Instructor

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 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 533M Music Education Practicum (2-3)**

*Prerequisite(s):* Web Approval of Instructor

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 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 600 Integrative Project (1)**

*Prerequisite(s):* EDU 500

The development of the Integrative Project is the culmination of the Education Divisions Master of Arts Degree programs. Students apply content learned in the EDU 500 Statistics and Research course and integrate content from courses throughout their Graduate Program. Students critically analyze peer-reviewed literature surrounding a selected educational issue and propose a feasible solution based upon current research. EDU 600 is a repeatable course.

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

This course will analyze the concept of differentiated instruction strategies, including CAT (Computer Assistive 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 602 Ethics for Educators (3)**

*Prerequisite(s):* Admission to the Graduate Education Program

This course is a story 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 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 644 Graduate Student Teaching (6)**

*Prerequisite(s):* Admission to student teaching and completion of practicum hours

An intensive full-day experience in teaching and related professional development. Student teaching allows the student to synthesize the theory and practice under the guidance of an experienced master teacher. This is an all day experience in the relevant grade levels, lasting a minimum of twelve weeks.

### **EDU 645 Teacher Candidate Portfolio (0)**

*Prerequisite(s):* Admission to Graduate Education Licensure Program

The teacher candidate portfolio is a collection of artifacts from coursework and fieldwork which demonstrates knowledge, skill, experience, and professional dispositions. Registration for this course requires a fee which provides graduate teacher candidates access to an electronic portfolio format over the course of three semesters (fall, spring and summer). Graduates education majors must enroll in this course once each fall semester following admission to a licensure program. This is a non-credit course and does not meet as a regular class. Each candidate must document competency in becoming a caring, effective and reflective teacher in diverse contexts. Completion of the portfolio is a graduation and licensure requirement and also may be used for professional and career development.

### **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 662 Coaching & Mentoring in Professional Learning Communities (3)**

*Prerequisite(s):* EDU 673, EDU 674

In this performance based course students apply the knowledge and skills developed in EDU 673 and 674 with hands-on experiences with coaching and mentoring peers in the work setting. Students will study and apply the skills and knowledge of effective coaching and mentoring including interpersonal communications skills observation, conferencing, modeling, giving feedback, reflection, and more. Case studies, simulations, problem based learning, and field based projects including action research will be employed in the development of behaviors, beliefs, and practices of effective teacher leaders.

### **EDU 671 Curriculum Development: Theory and 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; and 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 addressed.

### **EDU 673 Communications & Problem Solving (3)**

Educational leaders are responsible for positive, productive communications and problem solving in schools,

including interpersonal communications, conflict resolution, problem identification, solution development and the use of data in seeking continuous school improvement. The issues, skills and knowledge related to communicating successfully with all stakeholders in the school organization will be the focus of this course. Through readings, classroom activities, hands-on-practice, and written reflection, participants will explore the behaviors, beliefs, and practices required to meet the challenges and responsibilities for effective communications, conflict resolution and problem solving in schools.

### **EDU 674 Instructional Leadership and Data-Informed Decisions (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. Strategies for using data to inform decision making on school reform and improvement efforts will be examined.

### **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 finances 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 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 (3)**

*Prerequisite(s):* EDU 674, EDU 676

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. (This course is to be taken two semesters at 3 credits each for a total of 6 credits).

### **EDU 680 Leadership & Management of Special Education Programs (3)**

This course provides the participants with the background in special education law necessary for effective leadership and management of special education programs. The major focus of the course is on the foundation of special education law in legislation and case law. Topics include the reauthorization of IDEA, NCLB, the Americans with Disabilities Act, the Rehabilitation Act and other legislation and regulations. Working with families will be covered along with IEP's, assessment, minority representation, tiered model of interventions, and administrative issues.

### **EDU 699 Professional Develop Workshop (1-4)**

Effective March 6, 2013, the credit hours for this course changed from 1-3 to 1-4. Independent study under the guidance of a Division of Education faculty member to meet stated objectives. This course is designed to enrich the learning of Education graduate students and practicing teachers. Students develop a proposal with desired goals for the experience. Written permission of Graduate Chairperson and the Division of Education faculty member required.

### **FIN 610 Managerial Finance (3)**

*Prerequisite(s):* FIN 300, CIS 135

This course builds on fundamental corporate finance concepts to examine in-depth financial theory and

practices essential to financial decision-making in organizations. Students will develop analytical skills and problem set evaluation methods to assess financial resources and recommend financial actions to address managerial issues. Topics include valuation (securities, projects, corporate), financing decisions (strategic and tactical), and ethical issues in financial decisions in organizations.

**HUM 670 Reading and Writing: The Culture of Work (3)**

*Crosslisted SOC 670* 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)**

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 Science and Social Studies through Content Reading (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 533 Inclusive Early Childhood Literacy Practicum (1)**

*Prerequisite(s):* Acceptance into Graduate Education Program Required

*Concurrent requisite(s):* RDG 540

One of two Inclusive Early Childhood Practica of 50 hours each. This practicum entails supervised teaching in an ECE setting to facilitate the college student's ability to instruct young students in the skills and processes of listening, speaking, reading, writing for the promotion of literacy.

**IEC 534 Inclusive Early Childhood Integrating Curriculum Practicum (1)**

*Prerequisite(s):* Acceptance into Graduate Education Program Required.

*Concurrent requisite(s):* IEC 530

One of two Early Childhood Practica of 50 hours each. This practicum entails supervised teaching in an ECE setting to promote teaching skills related to Integrating the Curriculum.

**IEC 552 Math Curriculum and Methods for Early Childhood (3)**

This graduate course is designed to prepare a teacher candidate with the background necessary to integrate theory and practice of mathematics pedagogy within the context of an inclusive early childhood environment. Major mathematical concepts for grades Pre-K - 3 will be interlaced throughout the term to provide students with the necessary background for this endeavor. Methods endorsed by the National Council of Teachers of Mathematics (NCTM), the National Association for the Education of Young Children (NAEYC), and the Ohio Department of Education (ODE) for teaching mathematics will be taught and modeled.

**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 630 Promoting Young Children's Development (3)**

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 642 IEC Apprenticeship I (1)**

*Prerequisite(s)*: RDG 530, IEC 630, IEC 510, IEC 552

*Corequisite(s)*: EDU 645, SED 515, RDG 540

The first apprenticeship provides an in-depth field experience in an early childhood (grades K-3) classroom throughout the first academic semester. Students collaborate with a mentor teacher 28-30 hours per week in public, partner school. The apprenticeship entails supervised teaching in an ECE setting to facilitate the teacher candidate's ability to instruct young students in the skills related to all subject areas of the curriculum, including literacy, mathematics, science, and social studies. Issues specifically related to fluency, reading comprehension, and special education are embedded with apprenticeship assignments.

**IEC 643 IEC Apprenticeship II (1)**

*Prerequisite(s)*: IEC 642

*Corequisite(s)*: SED 631, IEC 530

The second apprenticeship provides an in-depth field experience in an early childhood (grades K-3) classroom and serves as an immediate precursor to student teaching. Students collaborate with a mentor teacher 28-30 hours per week in public, partner school. The apprenticeship entails supervised teaching in an ECE setting to facilitate the teacher candidate's ability to instruct young students in the skills related to all subject areas of the curriculum, including literacy, mathematics, science, and social studies. Issues specifically related to science and social studies curriculum integration are embedded within apprenticeship assignments. This practicum also entails supervised activities that relate to working with families and professional agencies in the schools.

**LGS 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.

**MCE 533 School Practicum: Education Content (2)**

*Concurrent requisite(s)*: MCE 556 or MCE 558 or MCE 559 or MTH 503

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 533A MCE Content Practicum (1-2)**

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 Introduction to Middle Childhood Education (3)**

In this course, students will examine the unique nature and needs of middle childhood students (grades 4-9) in relation to effective middle childhood teaching practices. Major trends and issues facing MCE classroom teachers will be investigated through evaluation of current educational research. Such trends include human development, lesson plan development, classroom management, school organization, funding, curriculum and assessment. Specific MCE instructional strategies will be discussed and applied through peer teaching. Reflection of personal beliefs, educational theory, and practice is promoted in the course.

**MCE 556 Methods of Teaching Language Arts (3)**

*Concurrent requisite(s):* MCE 533

Crosslisted AYA 556. This course is designed to introduce the teacher candidate to the principles, practices, and guidelines necessary to teach language arts to a diverse population of middle level students. The teacher candidate will prepare language arts lessons that ensure success for all learners enabling them to construct a meaningful understanding of language arts concepts. Lessons and language arts curricula projects will be aligned to the ODE content standards and to the learning outcomes for the Ohio Reading and Writing Proficiency Tests.

**MCE 558 Methods of Teaching Social Studies (3)**

*Concurrent requisite(s):* MCE 533

Crosslisted AYA 558. This course is designed to prepare the teacher candidate to teach social studies and the social sciences to children in the middle and secondary grades. Students will become familiar with the curriculum framework as well as the philosophies behind various teaching approaches as outlined by the NCSS Standards and the Ohio K-12 Content Standards for the Social Studies. The teacher candidate will investigate and practice using various teaching techniques and materials.

**MCE 559 Methods of Teaching Science (3)**

*Concurrent requisite(s):* MCE 533

Crosslisted AYA 559. 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 require 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.

**MCE 599 Seminar in Teaching Ohio History Culture and Society (2)**

*Prerequisite(s):* Student must either hold a bachelor's degree or be of senior status as an undergraduate. The seminar will analyze and interpret significant historical events, perspectives, patterns and themes in the history of Ohio. The customs, traditions, and needs of Ohio's various cultural groups will be examined.

**MCE 616 Global Connections (3)**

*Prerequisite(s):* Student must either hold a bachelor's degree or be of senior status as an undergraduate. The course will survey the major regions of the world focusing on people, places and environments. Interrelationships between the physical environment and human activity will be emphasized. The realities of global interdependence will also be explored.

**MGT 580 Group Dynamics & Team Building (3)**

*Prerequisite(s):* MGT 300

A theoretical and applied study of interpersonal group processes and structures in organizations and intergroup processes. Students master fundamentals of group dynamics, intergroup dynamics, and team development and then analyze and apply these understandings to group and team issues in the workplace. Students should improve their effectiveness in groups and teams. Topics include the leader's role in initiating, building and maintaining groups and teams, the management of conflict between and within groups, high performance teams, virtual teams, and decision making and problem-solving processes.

**MGT 610 People in Organizations (3)**

*Crosslisted PSY 610* 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 615 Communications for Managers (3)**

*Prerequisite(s):* BUS 352

Extensively engages the student in oral, written, interpersonal, and technological communications skills

essential to managerial effectiveness. The course reviews methods of active listening, communications strategies (internal and external) and principles of oral, written, and intercultural communications. The focus is on strengthening each student's abilities to develop and deliver engaging, informative, and/or persuasive communications across a variety of business settings.

### **MGT 620 Managing Information, Technology and Projects (3)**

*Prerequisite(s):* CIS 610

This course addresses significant concepts and issues related to managing information, technology, and projects from both strategic and tactical perspectives. Emphasis is given to addressing challenges associated with the evaluation, selection, implementation, and management of information and technology related systems that serve to increase an organization's efficiency and competitive advantage. This course has a significant emphasis on effective project management practices.

### **MGT 625 Leadership & Organizational Behavior (3)**

*Prerequisite(s):* MGT 580

Explores how to lead, follow, and understand behavior in organizations. Examines models and theories of leadership and organizational behavior with emphasis on practical implications. Students will analyze, diagnose, and make recommendations about workplace issues. In so doing, students will develop an understanding of how managers can improve organizational performance and enhance their abilities to be ethical, effective leaders.

### **MGT 630 Organization Development (3)**

A study of organization development, processes, and methods by which individual, group, and organizational performance can be improved. Emphasis will be on understanding and applying organizational design (OD) skills and methods to facilitate planned change and renewal.

### **MGT 635 Negotiations (3)**

*Prerequisite(s):* MGT 580

A theoretical and practical study of negotiations to enhance understanding of negotiation processes and skills. Examines methods such as bargaining, mediation, arbitration, and distributive and integrative negotiations. Students develop analytical frameworks for negotiations and apply negotiation skills in simulations and through role-play.

### **MGT 640 The Changing Workplace (3)**

*Crosslisted SOC 640* This course will focus on the dynamic nature of organizations and change. Since the organizational environment changes continuously, the course is by nature a topics course. Additionally the course will introduce the student to change at the individual, group and organizational levels so they can function effectively as catalysts for change or as members of a change process.

### **MGT 645 Organization Theory & Design (3)**

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

### **MGT 675 Leadership: Communication and Influence (3)**

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

### **MKT 520 Marketing Management (3)**

*Prerequisite(s):* MKT 300 and ECO 211 or 212

Provides an understanding of the administration and the management of the marketing function including the treatment of marketing planning and strategy. Students will develop the knowledge to plan, apply, and manage marketing concepts in organizational decision making (operational, tactical, and strategic).

**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)**

*Prerequisite(s):* MOL 600, PSY 610/MGT 610 and MOL 605 plus successful completion of 24 hours in MSOL program

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

**MTH 503 Methods of Teaching Mathematics (3)**

Emphasis is on problem based learning, 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 at the middle childhood and secondary level.

**MUS 510 Applications in Music Theory (3)**

*New Course*

This course includes theory of jazz and popular styles, computer applications for music and music theory pedagogy for the K-12 teacher. (NASM Music Theory standard)

**MUS 520 Music of the World's People (3)**

*New Course*

An in depth study of ethnomusicology with special focus on the music of South America, Africa, the Caribbean, and South East Asia; with practical applications for the K-12 music curriculum to assure diversity and inclusivity in the same.

**MUS 530 Music Education Trends - Theory and Applications (3)**

*New Course*

This course will encompass graduate level music methods, incorporating curriculum development and latest practices. (NASM standard)

**MUS 535 Instrumental Literature (3)**

*New Course*

An exploration of major trends in instrumental literature for the band and orchestra director, to include organization of beginning and advanced programs, literature selection, rehearsal techniques, program objectives, and assessment of student performance.



**MUS 536 Choral Literature (3)***New Course*

An exploration of major trends in choral literature for the choral director, to include organization of beginning and advanced programs, literature selection, rehearsal techniques, program objectives, and assessment of student performance.

**MUS 537 Orff Method Pedagogy (2)**

A study the pedagogical methods of the creative teaching approach developed by Carl Orff and Gunild Keetman based on the idea that music and movement - to speak, sing, and plan, to listen and understand, to move and create - should be an active and joyful experience. The Orff method is widely used in K-12 music education.

**MUS 540 Applied Studies (1.5)***New Course*

Graduate level one-on-one studies on instrument or voice with special attention given to pedagogy of the instrument and applications for the music educator. (NASM standard)

**MUS 550 Choral Workshop (1)***New Course*

Type in your course description here. MUS 550 is a short term one day workshop designed for choral teachers and university students to study choral techniques, rehearsal techniques, and to be introduced to new choral literature

**MUS 551 Instrumental Workshop (1-3)***New Course*

Type in your course description here. MUS 551 is a short term one day workshop designed for instrumental teachers and university students to study instrumental techniques, rehearsal techniques, and to be introduced to new instrumental literature.

**MUS 552 Strings Workshop (1)**

One day workshop designed for string teachers and university students to study the techniques for string playing and/or orchestra rehearsal techniques which would be helpful for public school teaching.

**NUR 500 Health Assessment (3)***Prerequisite(s):* One year of college Anatomy and Physiology*Corequisite(s):* NUR 501, 515, 520, 531*Concurrent requisite(s):* NUR 500A

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)***Prerequisite(s):* One year of college Anatomy and Physiology*Corequisite(s):* NUR 501, 515, 520, 531*Concurrent requisite(s):* NUR 500

This course is the lab component of NUR 500

**NUR 501 Evidence-based PH Care Nursing Chron III (3)***Corequisite(s):* NUR 500, 515, 520, 531*Concurrent requisite(s):* NUR 501A, 501C

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)**

*Corequisite(s):* NUR 500, 515, 520, 531

*Concurrent requisite(s):* NUR 501, 501C

This course is the lab component of NUR 501

**NUR 501C Evidence-based PH Care Nurs Chronically III Clinical (1)**

*Corequisite(s):* NUR 500, 515, 520, 531

*Concurrent requisite(s):* NUR 501, 501A

This course is the clinical component of NUR 501

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

*Prerequisite(s):* NUR 500, 501, 515, 520

*Corequisite(s):* NUR 506, 511, 512, 521

This course emphasizes promoting population-focused primary health care. Concepts from nursing and health, liberal arts and sciences, and the sociopolitical, cultural and economic dimensions of the community as a whole are synthesized in examining the idea of healthy communities. Emphasis is on community-identified capacities, the needs and diversity of individuals and communities, social issues and lifestyle choices. Students partner with professionals and residents in a community to analyze community assets and health problems.

**NUR 504 Evidence-Based Primary Health Care - Nursing with Women and Infants (3)**

*Prerequisite(s):* NUR 511, 512, 521

*Corequisite(s):* NUR 505, 632, MOL 600

*Concurrent requisite(s):* NUR 514

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 & Families (3)**

*Prerequisite(s):* NUR 511, 512, 521

*Corequisite(s):* NUR 504, 632, MOL 600

*Concurrent requisite(s):* NUR 514

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 Nur with Mental Illness (3)**

*Prerequisite(s):* NUR 500, 501, 515, 520, 531

*Corequisite(s):* NUR 503, 511, 521

*Concurrent requisite(s):* NUR 514

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 508 Evidence-based PH Care - Nursing with Critically Ill Clients (6)**

*Prerequisite(s):* NUR 514

*Corequisite(s):* NUR 640

*Concurrent requisite(s):* NUR 508A, 508C

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 Critical Care Clinical LAB (0)**

*Prerequisite(s):* NUR 514

*Corequisite(s):* NUR 640

*Concurrent requisite(s):* NUR 508, 508C

This course is the lab component of NUR 508

**NUR 508C Critical Care Clinical (0)**

*Prerequisite(s):* NUR 514

*Corequisite(s):* NUR 509, 510, 640

*Concurrent requisite(s):* NUR 508, 508A

This course is the clinical component of NUR 508

**NUR 509 Primary Health Care Preceptorship (5)**

*Prerequisite(s):* NUR 508

*Concurrent requisite(s):* NUR 510

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 Healthcare Grad Seminar (1)**

*Prerequisite(s):* NUR 508

*Concurrent requisite(s):* NUR 509

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 Pri Health Care With Acutely Ill Clients (4)**

*Prerequisite(s):* NUR 500, 501, 515, 520, 531

*Corequisite(s):* NUR 503, 506, 521

*Concurrent requisite(s):* NUR 512

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 Pri Health Care Nurs w/Acutely Ill - Clinical (4)**

*Prerequisite(s):* NUR 500, 501, 515, 520, 531

*Corequisite(s):* NUR 503, 506, 521

*Concurrent requisite(s):* NUR 511

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 514 Primary Health Care Clinical Across the Lifespan (4)**

*Prerequisite(s):* NUR 506, 511, 512, 521

*Corequisite(s):* NUR 632, MOL 600

*Concurrent requisite(s):* NUR 504, 505

This course involves clinical experiences in three areas: maternity, pediatric, and medical surgical nursing. 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 across the life span 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 515 Professional Roles & Issues (3)**

*Corequisite(s):* NUR 500, 501, 520, 531

This course introduces the student to the profession of nursing as it exists as an art and a science in contemporary health care settings. 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. The role of the nurse as a professional partnering within interprofessional teams in the workplace is emphasized. Ethical, legal, regulatory, and professional standards are analyzed as a basis for nursing practice.

**NUR 520 Pathophysiology-A Nursing Perspective (3)**

*Corequisite(s):* NUR 500, 501, 515, 531

This course examines alterations in the biological processes affecting the body's dynamic equilibrium (homeostasis) in health and disease. Causes, pathogenesis, and compensatory mechanisms for disease states are discussed. Cellular, genetic and tissue changes in infection, inflammation, immunity, fever, and tissue repair are explored. Disorders of the endocrine, cardiovascular, renal, gastrointestinal, respiratory, musculoskeletal, neurological, sensory and hematopoietic systems and relevant nursing implications are emphasized. Specific nursing care focuses upon clients across the life span and in culturally and socioeconomically diverse settings. Professional issues related to the role of the professional nurse in pathophysiology are explored.

**NUR 521 Pharmacology (4)***Prerequisite(s):* NUR 520*Corequisite(s):* NUR 503, 506, 511, 512*Concurrent requisite(s):* NUR 521A

This course examines mechanisms of drug action, indications, contraindications, adverse effects, and interactions of major contemporary drugs. Nursing interventions related to evaluation of drug appropriateness, administration, management of side effects/adverse effects, evaluation of effectiveness and patient education are explored. Effects of drug therapy on health promotion, health maintenance, and restoration are emphasized. Current evidence about pharmacologic therapy 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 521A Medication Administration LAB (0)***Prerequisite(s):* NUR 520*Corequisite(s):* NUR 503, 506, 511, 512*Concurrent requisite(s):* NUR 521

This course is the lab component of NUR 521

**NUR 531 Foundations of Nursing Research & Evidence Based Practice (3)***Corequisite(s):* NUR 500, 501, 515, 520

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 552 Master of Nursing Independent Study (1-3)**

Independent study under the guidance of a Master of Nursing (MN) faculty member to meet stated objectives. This course is designed to enrich the learning of the MN student. Students develop a proposal with desired goals for the experience. Written permission of Division Dean and MN faculty member required.

**NUR 631 Nursing Science & Theory II (3)***Prerequisite(s):* NUR 531*Corequisite(s):* NUR 504, 505, 514, MOL 600

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 632 Evidence-Based Nursing Practice and Translational Science (3)***Prerequisite(s):* NUR 532*Corequisite(s):* NUR 504, 505, 514, MOL 600

This course builds on concepts learned in NUR 531 and emphasizes the critical appraisal and application of research findings to improve outcomes. Translational science including the development and analysis of data is discussed. Evidence based practice including identification of a clinical issue, formulation of a researchable question, and performing an effective/efficient search for sound evidence is explored. Students will 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)**

*Prerequisite(s):* MOL 600

*Corequisite(s):* NUR 508

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.

**NUR 700 Advanced Pathopharmacology (3)**

*Prerequisite(s):* Admission to MSN Program

This course examines physiologic and pathologic changes in body systems in response to disease states and discusses principles essential for the advanced practice nurse when implementing pharmacotherapy to these patients. Emphasis is placed on the interpretation of changes in normal functions which may be indicative of a disease state or a response to pharmacologic therapy. Pathogenesis and compensatory mechanisms for major disease states are examined. Current evidence related to pathologic changes in disease and treatment is analyzed. Ethical, legal, and regulatory concerns related to pharmacotherapy are discussed. Strategies for single and multiple drugs treatments are evaluated. Issues in pharmacotherapy such as access, cost effectiveness, and safety are also examined.

**NUR 701 Advanced Health Assessment (3)**

*Prerequisite(s):* Admission to MSN Program

This course focuses on the acquisition of a comprehensive patient database and development of a holistic plan for the health promotion, illness prevention and disease management of a patient and/or family. Performance of a history, functional assessment, cognitive assessment, physical exam, diagnostic testing and psychosocial assessment are emphasized. Pathophysiological changes as well as psychosocial, ethnic, cultural, and developmental variations relevant to the patient/family are also considered. Strategies for critical analysis of assessment data with differential diagnoses are examined.

**NUR 702 Clinical Specialty Practicum (3)**

*Prerequisite(s):* NUR 700, 701

This course provides students with the opportunity to synthesize knowledge from previous MSN advanced practice courses and to apply them in an actual practice setting. Settings are collaboratively selected by the student and faculty advisor to meet the student's learning needs. An individualized learning contract is developed to guide the student's experience. During these intensive immersion experiences, students master advanced patient care delivery skills, acquire knowledge of organizational dynamics, and further explore advanced practice roles. Students also develop a foundation for their future professional career trajectory.

**NUR 710 Leading in Organizations and Systems (3)**

*Prerequisite(s):* Admission to the MSN Program

In this course students explore a multitude of leadership concepts and theories in depth. The focus is on exploring his or her own leadership style in the context of the challenges in health care and nursing in today's world. The role and responsibilities of the nurse leader in health care organizations is examined, emphasizing measures to implement cost-effective, safe, patient-centered nursing care.

**NUR 720 Teaching & Learning Theories and Strategies (3)**

*Prerequisite(s):* Admission to the MSN Program

This course provides an introduction to the principles of teaching and learning in nursing education. The student is introduced to general concepts in nursing education including teaching and learning theories, learning styles, active learning, and technology-assisted strategies. The student is encouraged to explore his or her own philosophy of teaching and learning and teaching style.

**NUR 721 Curriculum Development in Nursing Education (3)***Prerequisite(s):* NUR 720

This course provides a broad exploration of curriculum and course development in nursing education. The student has the opportunity to participate in all aspects of curriculum development from a faculty perspective including assuring congruency and internal consistency, writing outcomes, syllabus creation, and lesson planning.

**NUR 722 Evaluation in Nursing Education (3)***Prerequisite(s):* NUR 721

This course provides an overview of the principles of course and program evaluation. Program evaluation theory provides the foundation upon which course and program evaluation is built. The student learns all aspects of evaluation including test construction, test item analysis, course and clinical evaluation, program evaluation, and curricular and outcomes evaluation.

**NUR 723 Nursing Education Practicum (3)***Prerequisite(s):* NUR 720, 721, 722

In this course, the student will apply theory and knowledge from previous education and clinical coursework to teaching nurses/nursing students in a variety of settings. Individualized learning contracts are developed to guide the students' teaching experiences. This experience takes place under the supervision of an experienced nurse/faculty member and is intended to prepare the student for future teaching experiences in the areas in which they hope to be employed.

**NUR 730 Human Resource Mgmt for Nursing Administrators (3)***Prerequisite(s):* Admission to MSN Program

This course explores the practical knowledge needed to manage human resources in a healthcare setting. The focus is to deliver skills and knowledge to nurse administrators related to: recruitment; interviewing; hiring; termination; assessment and evaluation; development of personnel policies; benefits; and safety and health in the workplace.

**NUR 731 Strategic Management in Nursing Administration (3)***Prerequisite(s):* Admission to MSN Program

This course explores concepts of strategic planning of healthcare systems. The focus is to deliver skills and knowledge to nurse administrators related to strategic planning. Concepts throughout the course include business concepts, trends, and issues facing a dynamic healthcare environment.

**NUR 732 Organizational Management of Health Care Systems (3)***Prerequisite(s):* Admission to MSN Program

This course will explore organizational components involved in complex healthcare systems of today. Concepts throughout the course include organizational theory, organizational behavior, organizational innovation and change, organizational design and performance. The overall management role will be examined as it relates to each of the concepts.

**NUR 733 Finance for Nurse Administrators (3)***Prerequisite(s):* NUR 731

This course explores the financial management of healthcare systems. The focus is to understand business and economic principles along with legal and political issues effecting healthcare financial management. Concepts throughout the course include business and economic principles, ethics, legalities, workload management, and forecasting.

**NUR 734 Nurse Administration Practicum I (3)***Prerequisite(s):* NUR 730, 731, 732, 733

In this course, the student will apply theory and knowledge from previous administration coursework in an organizational setting under the supervision of an experienced faculty member. Students identify principles of leadership, evidence-based practice decision-making models, negotiation, resource allocation, team coordination, and cultural awareness. Individual learning contracts guide the student's learning experiences.

Settings are collaboratively selected by the student and faculty advisor to meet the student's learning needs.

### **NUR 735 Nursing Administration Practicum II (3)**

### **NUR 740 Integrative Project in Nursing Education (3)**

*Prerequisite(s):* NUR 723

In this culminating course of the program students identify an evidence-based practice project related to nursing education. Advanced clinical practice and educational theory and principles form the basis of this scholarly project. The project should represent an innovative response to an educational need.

### **NUR 741 Integrative Project for Nursing Administration (3)**

*Prerequisite(s):* NUR 734

In this culminating course of the program students identify an evidence-based practice project related to nursing administration. Organizational theory forms the basis of this scholarly project. The project should represent an innovative response to an administrative organizational need.

### **NUR 800 Theoretical & Philosophical Perspectives for Evidence Based Practice (3)**

*Prerequisite(s):* Admission to DNP Program

This course is designed to facilitate student exploration of the development of nursing knowledge and theory as a foundation for evidenced based practice. Historical events relevant to the development of nursing are analyzed. Empiric, aesthetic, ethical, personal, and emancipatory theory development in nursing and related disciplines is explored. Students will synthesize theoretical and philosophical knowledge to create a conceptual model for evidenced based nursing practice.

### **NUR 801 Biostatistics for Evidence Based Practice (3)**

*Prerequisite(s):* Admission to MSN or DNP

This course focuses on the application of statistical concepts in the analysis of research for evidenced based practice. Descriptive and inferential statistical tests are reviewed. Analysis of variance, regression, correlation and multivariate tests are emphasized. Concepts related to the application of statistical procedures for the appraisal of evidenced are emphasized. Tests used in meta-analysis are also discussed. Common statistical software are explored to enhance the appraisal of evidenced.

### **NUR 802 Evidence-Based Practice (3)**

*Prerequisite(s):* NUR 801

This course emphasizes the critical appraisal and application of evidence to implement change and improve outcomes in practice. Evidenced-based practice models will be explored including identification of a clinical issue, formulation of a researchable question, and performing an efficient search for sound evidence. Methodologies for the identification of practice problems and the evaluation and application of scientific evidence to practice issues will be proposed. Students will evaluate outcomes in a selected practice setting and develop a change project based on this outcome analysis.

### **NUR 803 Building Collaborative Relationships in Advanced Practice Nursing (3)**

*Prerequisite(s):* Admission to DNP Program

This course focuses on applying the skills needed to participate in and lead interprofessional teams in today's complex health care environment. Integration of advanced communication techniques, leadership skills, health care economics, and organizational issues are considered when evaluating health care practices. Negotiation, collaboration, interprofessional team development, and change are concepts central to this course presented in the context of leading care in complex healthcare delivery systems.

### **NUR 804 Global Health Care Policy (3)**

*Prerequisite(s):* Admission to MSN or DNP

This course examines health promotion needs of various patients and vulnerable populations. Cultural and ethnic identity, socio-economic conditions, emotional and spiritual needs and values of patients and populations locally, nationally, and globally are examined. Health care policy is evaluated for efficiency, effectiveness, and equity related to health disparities, culture, ethics, globalization, access, economics, and



social justice. Students will evaluate health care policy to improve the health of individuals and populations.

**NUR 805 Transforming Healthcare Through Technology (3)**

*Prerequisite(s):* Admission to MSN or DNP

This course examines the use of information management systems to improve the safety, quality, cost-effectiveness, and coordination of health care. Students explore information systems technology used in today's health care organizations for quality improvement. The student is introduced to broad areas of information technology: use of patient care and other technologies to deliver and enhance care; communication technologies to integrate and coordinate care; data management to analyze and improve outcomes of care; and health information management for evidence-based care and health education. Students also examine information systems and patient care technologies in terms of ethics, legalities, regulatory issues, patient outcomes, cost, and ease of use. Consumer health information sources are evaluated for accuracy, timeliness, and appropriateness.

**NUR 810 Strategies for Serving Vulnerable Populations (3)**

*Prerequisite(s):* Admission to DNP Program

This course explores issues affecting vulnerable populations locally, regionally, nationally, and internationally. Problems are critically analyzed and strategies are formulated to address concerns based on current evidence. Specific strategies to collaborate effectively with vulnerable groups are discussed.

**NUR 811 Global Trends in Health and Disease (3)**

*Prerequisite(s):* Admission to DNP Program

This course explores global trends in infectious disease, genetics and health. Epidemiological, biostatistical, psychosocial, occupational, and environmental data is analyzed to identify trends in infectious disease, genetics, and health. Comprehensive plans to address these trends based on current evidence and within the framework of advanced practice nursing roles are developed. Strategies for evaluation of comprehensive health delivery plans are analyzed.

**NUR 812 Funding and Capital Resource Management for Advanced Practice Nurses (3)**

*Prerequisite(s):* NUR 810, 811

This course will explore funding and capital management within advanced nursing practice. Concepts related to creating an effective proposal, budget, and plan will be emphasized. Current best practice evidence in capital management will be analyzed. Students will develop a comprehensive capital resource plan.

**NUR 813 Advanced Practice Practicum (5-7)**

*Prerequisite(s):* NUR 830

In this course, the student will synthesize and expand on the knowledge learned from DNP course work by collaborating with experts in complex healthcare organizations. The practicum provides experiences to construct and integrate knowledge for advanced nursing practice at a high level of complexity. The experiences provide the context in which the final DNP product is completed. Students focus on synthesizing and applying advanced nursing practice under the supervision of an experienced faculty member. Individual practicum agreements guide the student's experiences.

**NUR 820 Administrative & Organizational Theory (3)**

*Prerequisite(s):* Admission to DNP Program

This course explores the history of administrative and organizational theory. The focus is exploring complex healthcare organizations utilizing various metaphors. Concepts throughout the course include understanding how organizational theory contributes to administrative practice; understanding organizational life and diverse perspectives of complex organizations.

**NUR 821 Financial Controls of Complex Healthcare Organizations (3)**

*Prerequisite(s):* Admission to DNP Program

This course explores various aspects of financial control of complex healthcare organizations. The focus is exploring principles of finance and budgeting, trends in financial resource control, and quality management methods to enhance outcomes at the organizational and operational levels.

### **NUR 822 Strategic Management of Complex Healthcare Organizations (3)**

*Prerequisite(s):* NUR 820

This course explores strategic management of complex organizations. The focus is exploring various major aspects of strategic management and a comparison of various models of strategic management. Concepts throughout the course include: (a) strategy formulation, (b) strategy implementation, (c) strategy control and (d) critical characteristics of strategic planning.

### **NUR 823 Nursing Administration Practicum (5-7)**

*Prerequisite(s):* NUR 820, 821, 822, 830

In this course, the student will synthesize and expand on the knowledge learned from DNP course work by collaborating with experts in complex healthcare organizations. The practicum provides experiences to construct and integrate knowledge for advanced nursing administration practice at a high level of complexity. The experiences provide the context in which the final DNP product is completed. Students focus on synthesizing and applying administrative theory in the advanced practice role under the supervision of an experienced faculty member. Individual practicum agreements guide the student's experiences.

### **NUR 830 Doctor of Nursing Practice Capstone I (3)**

*Prerequisite(s):* NUR 812 or 822

This course focuses on identification and development of a scholarly project proposal for completing the DNP capstone. Students work collaboratively with two faculty members to devise a plan to solve a problem through evidence-based practice to improve nursing practice or patient outcomes. Concepts throughout the course include: (a) scholarly inquiry, (b) review of literature, (c) IRB approval, and (d) development of a plan for Capstone completion.

### **NUR 831 Doctor of Nursing Practice Capstone II (2)**

*Prerequisite(s):* NUR 830

This course focuses on implementing and presenting the scholarly DNP capstone project designed to improve nursing practice or patient outcomes. Students work collaboratively with two faculty members to conclude their course of study.

### **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)**

*Crosslisted MGT 610* 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 601 Foundational Science (4)**

This course is the first in a series of basic science courses for physical therapists that lay a foundation for the patient management courses. Students will review the etiology, pathogenesis, clinical manifestations and medical management for selected pathologies. Additional emphasis will be placed on the impact of pharmacology and medical imaging on physical therapy management. Specific course content will include

mechanisms of cellular injury and repair, tissue healing, immunology, infection and other selected pathologies relevant to initial clinical experiences.

**PT 603 Surface Anatomy (1)**

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

**PT 605 Clinical Exercise Physiology with Lab (3)**

*Concurrent requisite(s):* PT 605A

Principles of exercise physiology are presented including exercise testing and prescription for cardiovascular and pulmonary fitness including consultation for health and wellness amongst diverse populations most commonly seen by physical therapists. Normal and abnormal responses to exercise are examined. In addition, students will identify at risk populations and barriers to health, wellness, and exercise.

**PT 605A Exercise Physiology (LAB) (0)**

*Concurrent requisite(s):* PT 605

Course description as stated on PT 605

**PT 608 Biomechanics/Kinesiology w LAB (4)**

*Concurrent requisite(s):* PT 608A

This course is a study of the principles of musculoskeletal biomechanics and kinesiology including mechanical behavior and properties of bone, tendon, ligament, joint, cartilage, and skeletal muscle as applied to the human body. In this course, analysis of forces and identification of muscle functions involved in human movement, including normal posture and gait are modeled as a foundation for evaluation and therapeutic intervention. Students integrate foundational sciences with current scientific literature to substantiate biomechanical principles for clinical reasoning development.

**PT 608A Biomechanics/Kinesiology (LAB) (0)**

*Concurrent requisite(s):* PT 608

Course description as stated in PT 608

**PT 610 Basic Patient Care Skills (3)**

*Concurrent requisite(s):* PT 610A

Students will begin to develop the critical thinking skills necessary to select and perform basic patient care skills on a varied patient population safely and effectively. The principles and application of basic patient care skills, including OSHA safe patient handling, infection control, body mechanics, positioning/draping, bed mobility, transfers, gait training and wheelchair measurement and mobility will be reviewed. Additionally, students will be introduced to patient care documentation based on the disablement and ICF models

**PT 610A Basic Patient Care Skills (LAB) (0)**

*Concurrent requisite(s):* PT 610

Course description as stated in PT 610

**PT 611 Therapeutic Modalities with LAB (3)**

*Concurrent requisite(s):* PT 611A

Students will integrate information from foundational course work into new material on the principles, theories and evidence for effective use of thermal, electrical, light and mechanical agents as they apply to the clinical practice of physical therapy in conjunction with other therapeutic interventions. Skills in safe and effective application of clinical modalities will be developed during laboratory sessions that emphasize clinical decision making and patient education. . Students are introduced to leadership roles of a physical therapist through practice in delegation and supervision of the application of therapeutic modalities, complete and accurate documentation of services, and billing/coding.

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

*Concurrent requisite(s):* PT 611

Course description as stated in PT 611

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

*Concurrent requisite(s):* PT 612A

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 & Eval (LAB) (0)**

*Concurrent requisite(s):* PT 612

Course description as stated in PT 612

**PT 615 Therapeutic Exercise with LAB (3)**

*Concurrent requisite(s):* PT 615A

This course introduces theory and principles of therapeutic exercise and related techniques used in the management of patients/clients with movement dysfunctions and associated disabilities linked to impairments of muscle performance, joint ROM, muscle flexibility, and postural stability. Students learn evidence-based modes of therapeutic exercise, stretching, myofascial mobilization, aquatic therapy, resistance training, neuromuscular control training, and manual therapy techniques. Students learn safe application of therapeutic exercise by using biomechanical, kinesiological, and physiological concepts as they relate to stages of connective tissue healing following injury or surgery; and develop clinical reasoning skills in the prescription of therapeutic exercise on various patient populations treated in physical therapy.

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

*Concurrent requisite(s):* PT 615

Course description as stated in PT 615

**PT 624 Neuroanatomy and Physiology (3)**

*Concurrent requisite(s):* PT 624A

This course reviews 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 624A Neuro A & P (LAB) (0)**

*Concurrent requisite(s):* PT 624

Course description as stated in PT 624

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

This course is the first of a two semester series. The professional socialization series (PT 650 and PT651) introduces students to the profession of physical therapy. The history of the profession is explored and the role, scope and utilization of the physical therapist in today's health care system are investigated. Foundational principles such as communication, professionalism, and theories of rehabilitation are introduced. The ethical foundations of the profession are examined and a framework for solving ethical dilemmas is presented. This course expands the student's self-awareness in order to develop a foundation for personal and professional growth.

**PT 651 Professional Socialization II (2)**

This course is a continuation of Professional Socialization I (PT 650). The professional socialization series (PT 650 and PT651) introduces students to the profession of physical therapy. This course introduces issues in power negotiation/ distribution, culture of disability, cultural competency, healthcare team models, and advocacy. This course expands the student's self-awareness, social awareness, and healthcare policy awareness in order to develop a foundation for effective interactions with diverse patient groups.

**PT 652 Professional Issues in PT I (1)**

This course precedes the first clinical experience. It provides for the introduction and discussion of policies, procedures, expectations, and issues relevant to clinical education. Emphasis is placed on professionalism, the role of the student in the clinic, documentation, feedback, supervision, delegation, and methods of evaluation. Students are introduced to the regulations of state practice acts, and are certified in the regulations of the Health Insurance Portability and Accountability Act (HIPAA), the Occupational Safety and Health Administration (OSHA), and Cardiopulmonary Resuscitation (CPR).

**PT 661 Foundations of Critical Inquiry in Physical Therapy (2)**

This course is the first in a series of courses designed to foster the utilization of and production of research literature into the practice of physical therapy. The course explores the continuum of research, as well as the categorization of clinical research into levels of evidence. Students are introduced to evidence based physical therapy practice and the concepts of clinical research methodology and measurement. Concepts of reliability, validity, sampling, and research design are explored. 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 700 Introduction to Clinical Experience I (1)**

Full-time (37+ hours per week) clinical assignment that provides the student with opportunities for supervised application of basic clinical skills including, but not limited to objective tests and measures, mobility and gait training, therapeutic exercise, modalities, documentation, and professional communication. Students will have supervised direct interaction and practice with patients, healthcare providers, and personnel in beginning the assimilation into the clinical environment.

**PT 701 Introduction to Clinical Experience II (1)**

Full-time (37+ hours per week) clinical assignment that provides the student with opportunities for supervised application of basic clinical skills including, but not limited to objective tests and measures, mobility and gait training, therapeutic exercise, modalities, documentation, and professional communication. Students will have supervised direct interaction and practice with patients, healthcare providers, and personnel in beginning the assimilation into the clinical environment but in a different setting from Introduction to Clinical Experience I.

**PT 702 Foundational Science II (3)**

This course is the second in a series of basic science courses for physical therapists that lay a foundation for the patient management courses. Students will review the etiology, pathogenesis, clinical manifestations and medical management for selected pathologies. Additional emphasis will be placed on the impact of pharmacology and medical imaging on physical therapy management. Specific course content will include selected pathologies relevant to the musculoskeletal system and acute care.

**PT 703 Foundational Science III (3)**

This course is the third in a series of basic science courses for physical therapists that lay a foundation for the patient management courses. Students will review the etiology, pathogenesis, clinical manifestations and medical management for selected pathologies. Additional emphasis will be placed on the impact of pharmacology and medical imaging on physical therapy management. Specific course content will include selected pathologies relevant to pediatric and neurologic rehabilitation settings.

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

*Concurrent requisite(s):* PT 715A

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, laboratory values, and pulmonary function tests for evidence based clinical decision making. This course covers common patient diagnoses seen in acute care.

**PT 715A Patient Mgmt:Acute Care and Cardiopulmonary (LAB) (0)**

*Concurrent requisite(s):* PT 715

Course description as stated in PT 715

**PT 720 Patient Management: Applied Orthopedics I with LAB (6)**

*Concurrent requisite(s):* PT 720A

A regional approach to examination, evaluation, treatment planning, therapeutic exercise, and manual therapy intervention techniques for common musculoskeletal conditions of the cervical spine, TMJ, thoracic spine and the upper extremities 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.

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

*Concurrent requisite(s):* PT 720

Course description as stated in PT 720

**PT 721 Patient Management: Applied Orthopedics II with Lab (5)**

*Concurrent requisite(s):* PT 721A

Examination, evaluation, treatment planning, therapeutic exercise, and manual therapy intervention techniques for common musculoskeletal conditions of the lumbar spine, sacroiliac joint, and the lower extremities are 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.

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

*Concurrent requisite(s):* PT 721

Course description as stated in PT 721

**PT 731 Patient Management: Neurorehabilitation with Lab (6)**

*Concurrent requisite(s):* PT 731A

This course reviews the fundamentals of neuroscience as they relate to neurologic function/dysfunction, including motor control and motor learning, normal/abnormal control of movement, clinical presentation and medical management of common neurologic diagnoses, as well as evaluation and intervention techniques for patients with neurological dysfunction requiring physical therapy intervention. Emphasis is placed upon the analysis of subjective and objective patient data and current research to evaluate, diagnose, and develop a physical therapy plan of care.

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

*Concurrent requisite(s):* PT 731

Course description as stated in PT 731

**PT 745 Patient Management: Special Topics with LAB (3)**

*Concurrent requisite(s):* PT 745A

This course focuses on both knowledge and related skills needed for working with special populations. The topical areas include, but are not limited to women's and men's health, orthotics and prosthetics, work hardening, vestibular rehab, lymphedema, wounds and burns with an emphasis on a multidisciplinary

approach to examination, evaluation, and intervention.

**PT 745A Patient Management: Integrated (0)**

*Concurrent requisite(s):* PT 745

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: (3)**

This course introduces students to normal developmental changes that occur from birth to adolescence, and reviews the physical therapy management (examination, evaluation, diagnosis, prognosis, intervention and documentation) of the pediatric patient. Emphasis is placed upon the integration of subjective and objective patient and care giver data with current research and patient and care giver preferences for effective clinical decision making for a pediatric population.

**PT 747 Patient Management:Lifespan II Geriatric Conditions with LAB (4)**

*Concurrent requisite(s):* PT 747A

This course reviews the physical therapy management (examination, evaluation, diagnosis, prognosis, intervention and documentation) of older adults. Emphasis is placed upon the integration of subjective and objective patient data with current research and patient/client preferences for effective clinical decision making for an older adult population. Screening for medical disease and physical therapy management of the medically complex patient will also be addressed.

**PT 747A Patient Mgmt:Lifespan II - Geriatric Conditions (LAB) (0)**

*Concurrent requisite(s):* PT 747

Course description as stated in PT 747

**PT 753 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.

**PT 754 Professional Issues in PT II (1)**

This course serves as a review of clinical education policies, procedures, expectations, and issues prior to the first clinical internship. This course is also designed as a seminar for the discussion and application of theories, principles, duties, codes of ethics, laws, and decision-making models impacting the various facets and ethical issues impacting physical therapy practice.

**PT 762 Research in Physical Therapy I (3)**

This course is the second in a series of courses designed to foster the utilization of research literature into the practice of physical therapy. The course will expand upon the concepts of evidenced based physical therapy practice and clinical research methodology and measurement including specific design types, analysis, and reporting.

**PT 770 Administration, Consultation & Management (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 communication, planning and decision making, budgeting, fiscal management (including billing and coding), and marketing applied to the implementation of clinical services.

**PT 782 Internship I (5-6)**

Full-time (37+ hours per week) clinical assignment that provides the intern with opportunities for supervised

patient management including examination, evaluation, program planning, discharge planning, and intervention for patients requiring physical therapy in an assigned practice setting. Students experience opportunities for interaction with health-care providers and personnel at all levels of management. Students are expected to meet Advanced Beginner performance standards in the areas of supervision/guidance, quality, complexity, consistency, and efficiency as defined by the APTA Clinical Performance Instrument.

**PT 846 Patient Management:Lifespan II - 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 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 PT III (1)**

This course prepares students for their ensuing practice as entry-level professionals. Topics include the clinical education requirements for the final internships, consulting, political issues, involvement in the American Physical Therapy Association (APTA), licensure, resume writing, interviewing skills, personal finance, and one's role as a clinical educator.

**PT 863 Research in Physical Therapy II (2)**

This course is the third in a series of courses designed to foster the utilization of research literature into the practice of physical therapy. This course will expand upon the previous courses with emphasis placed on the synthesis of research for clinical decision making, including applying the principles of evidence based practice to a specific clinical question.

**PT 870 Administration, Consultation & Management (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.

**PT 875 Elective Seminars in PT (1-3)**

Exploration of advanced and novel topics in Physical Therapy.

**PT 876 Independent Studies in PT (1-3)**

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.

**PT 881 Internship I (5)**

Full-time (37+ hours per week) clinical assignment that provides the intern with opportunities for supervised examination, evaluation, program planning, discharge planning, and intervention for patients requiring physical therapy in an assigned practice setting. Students experience opportunities for interaction with health-care providers and personnel at all levels of management. Expectations for students' performance



are incrementally higher than on the previous Introduction to Clinical Experiences in the areas of supervision/guidance, quality, complexity, consistency, and efficiency as defined by the APTA Clinical Performance Instrument.

**PT 882 Internship II (5)**

Full-time (37+ hours per week) clinical assignment that provides the intern with opportunities for supervised examination, evaluation, program planning, discharge planning, and intervention of patients requiring physical therapy in an assigned practice setting. Students experience opportunities for interaction with health-care providers and personnel at all levels of management. Expectations for students' performance are incrementally higher than on previous internships in the areas of supervision/guidance, quality, complexity, consistency, and efficiency as defined by the APTA Clinical Performance Instrument.

**PT 883 Internship III (5)**

Full-time (37+ hours per week) clinical assignment that provides the intern with opportunities for supervised examination, evaluation, program planning, discharge planning, and intervention for patients requiring physical therapy in an assigned practice setting. Students experience opportunities for interaction with health-care providers and personnel at all levels of management. Expectations for students' performance are incrementally higher than on previous internships in the areas of supervision/guidance, quality, complexity, consistency, and efficiency as defined by the APTA Clinical Performance Instrument.

**PT 884 Internship IV (5)**

Full-time (37+ hours per week) clinical assignment that provides the intern with opportunities for supervised examination, evaluation, program planning, discharge planning, and intervention for patients requiring physical therapy in an assigned practice setting. Students experience opportunities for interaction with health-care providers and personnel at all levels of management. Expectations for students' performance are incrementally higher than on previous internships in the areas of supervision/guidance, quality, complexity, consistency, and efficiency as defined by the APTA Clinical Performance Instrument.

**RDG 504 Children's Literature (3)**

This course is designed for undergraduate and/or graduate students and has a two-fold purpose. As a survey course, it is designed to assist students in becoming acquainted with the many trade books that are available for children today. An equally important purpose is to enable educators to utilize comprehensive, creative, and insightful strategies to incorporate children's literature into their daily lessons in the classroom. The course will also demonstrate the connectedness of children's literature and the total language arts program.

**RDG 505 Psychology of Reading (3)**

This course will examine the psychological substructure of reading. Neural, perceptual, cognitive, and linguistic processes involved in reading development and disorders will be addressed. Emphasis is placed on understanding how readers extract information from the printed page and how they comprehend text. Current research findings are discussed and considered in the context of evidence-based practice in reading instruction.

**RDG 511 Content Area Reading (3)**

*Prerequisite(s):* Students seeking an initial license must be admitted to the Graduate Education Program. 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 530 Phonics/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.

**RDG 532 Advanced Phonics and Linguistics (3)**

*Prerequisite(s):* RDG 530

This course is designed to build on the content in the Phonics and Linguistics course. It will include a brief review of the fundamental principles and concepts of the phonological structure of language. Instruction in English orthography, morphology and word etymology, prefixes and suffixes, Latin roots and Greek combining forms, syntax (grammar), and semantics will be examined. Students will learn why each of these skills is important to become competent in reading, spelling, and writing.

**RDG 538 Diagnosis & Remediation of Reading Problems (3)**

*Prerequisite(s):* RDG 505, 530

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 540 Fluency and Comprehension Development in Reading (3)**

*Prerequisite(s):* RDG 505, 530

This course will examine fluency in reading as both a developmental process and an educational outcome. Scientifically-based reading research will be presented outlining methods for promoting rapid, accurate word identification, prosodic oral reading, and deep understanding. Efficacy of repeated reading, orthographic segmentation, vocabulary elaboration, schema development, and metacognitive techniques will be investigated.

**RDG 591 Practicum in Evidence-Based Reading Instruction I (3)**

*Prerequisite(s):* RDG 505, 530, 538

This practicum course will require instruction of an individual child or a small group of children using one scientifically-based reading research (SBRR) model of teaching reading. Assessing the children's strengths and weaknesses, planning an evidence-based program of instruction, and working collaboratively with a reading teacher to successfully implement the program are the learning outcomes for this course. A 150-hour field experience in an approved placement is required.

**RDG 592 Practicum in Evidence-Based Reading Instruction II (3)**

*Prerequisite(s):* RDG 540

This practicum course is a sequel to RDG 591 and requires using another SBRR model of teaching reading. Improving a struggling reader's fluency in reading and comprehension development through the use of evidence-based reading instruction is an additional outcome for this course. A 150-hour field experience in an approved placement is required.

**RDG 593 Dyslexia Certificate Advanced Reading Practicum (0)**

*Prerequisite(s):* RDG 591

*Corequisite(s):* RDG 532, 592

The purpose of this field experience is to support students implementing Orton Gillingham into their classroom settings. Students will work with K-12 students within a classroom setting in their current school positions. This practicum is a requirement for the Dyslexia Certificate.

**RDG 617 Multisensory Explicit Phonics Instruction (3)**

*Prerequisite(s):* Admission into TEAM-MSE Program and SED 515

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 field experience, which is required with this course.

**REL 519 Religion & Human Development (3)**

This course will help you explore the interaction between religion and personal growth throughout the life cycle. In doing this, psychological and religious/ theological resources will be used. A basic assumption made in this course is that religion and psychology are both disciplines that seek to define and describe aspects and dimensions of fundamental human experience, and, as such, when integrated, can work together in a mutually supportive fashion to enhance our understanding of what it means to be fully human.

**REL 528 Addiction & Spiritual Life (3)**

This course will explain how, despite the human capacity to create and to adapt, people and society can become vulnerable to attachments and thus to addictions. These pathological relationships have their source in the spiritual life. The student will study how the particular manifestations of addiction are intimate connected to systems which serve as the primary instructor on how to attain ultimate meaning and purpose in life.

**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 535 Vatican II and American Social History (3)***New Course*

This course will focus on how average Catholics (laity, parish priests and nuns) understood the changes in their religious lives from the end of World War II until 1978 (the death of Pope Paul VI). We will look at response on the US parish level: What motivated change? How did various types of people respond to it? While the bulk of the course will focus on the Vatican II era, we will spend the last day on contemporary "legacies." Students will do taped interviews of Catholics who lived through the era, and will read materials produced during this transformative time in church history.

**REL 541 Issue in Pauline Theology (3)**

A study of the content and background of the letters of the Apostle Paul. Emphasis will be placed upon Paul's life, the literary and rhetorical structure of his letters, and the specific theological and pastoral themes addressed in the letters. Particular attention will be given to the social context of Paul's Christian communities, and how it impacts his message to them. We will also explore the impact of these issues in contemporary pastoral ministry contexts.

**REL 544 Theology & Spirituality 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 3 credit hour course is designed to provide the student with on-site learning and experience of early Christianity in the city of Rome. This course takes place during Spring Break, and will require both pre and post assignments, meetings prior to the trip to Rome, participation in tours and lectures while in Rome and surrounding areas, and a follow up final paper due at the end of the Spring semester.

**REL 550 Exploring Science and Faith (3)***New Course*

In this course, we will examine neuroscience and social science research on beliefs, common elements of faith, and relationships among faith, practice, and organized faith systems. We will examine specific conflicts between and possibilities for reconciling scientific and faith perspectives. This inquiry will include panel discussions with faculty guests, field experiences, and class discussions. To integrate ideas from across the semester, both students and faculty will write and present belief statements to the class.

**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.

**REL 597 Special Topics (3)**

Students explore a specific area of religion that deepens previous learning about themes related to world religion, spirituality, systematic theology, or the sociology of religion. The research is interdisciplinary and conducted in the context of a semester-long course, usually enhancing the graduate student's ability to develop the integrating project.

**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 504 Personal Spirituality (3)**

The principles and methods of the development of a personal spirituality using the resources of both the Eastern and Western religious traditions. The incorporation of life experiences and decisions into religious growth.

**RPS 506 Spirituality & 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 507 Suffering & Hope (3)**

The experience of human suffering poses a challenge to the mind, the body, and the soul that invites response and understanding. This interdisciplinary course will help students reflect on the issue of suffering through an examination of their own experience, as well as that of others presented in poetry, essay, short story, novel and film. After exposure to theological, biblical and literary resources, students will develop a position that reflects an integration of their own experience and course material.

**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 511 Feminist Spirituality (3)**

Theologies of liberation are developing throughout the world. The need for feminist theology and spirituality arises from the historical realize of sexism in human societies and religion. This course will explore the roots and manifestations of sexism within the Judeo/Christian tradition. The study will include a look at the global dimension of feminism as it is influencing spiritual and pastoral care practices.

**RPS 512 Pastoral Practicum (3-6)**

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

**RPS 524 Liturgy and Sacrament (3)**

*New Course*

This course will study the relationship between sacramental theology and fundamental Christian theology. It will examine the history and development of the liturgy, study the nature, theology and pastoral implications of worship and sacrament. The role of liturgy in the formation of Christian community through its signs, rites and music will be explored. 524 satisfy the systematic theology course requirement.

**RPS 525 Christology (3)**

This course begins with a study of the gospel claims about Jesus as the Christ and follows the historical and theological developments that shape the relationship between the Mystery of Christ and the Christian tradition. The course concludes with a focus on contemporary Christological questions.

**RPS 526 Spirit of Johannine Literature (3)**

This course will examine the major spiritual and theological themes and trends in Johannine study. Students will be introduced to the significant themes and theology of both the Gospel and the Epistles. Various

approaches to the New Testament will be presented.

**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 a way that it can be utilized in the practice of ministry.

**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 & 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? 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 Philosophies & Methods Religious Education (3)**

The learners will investigate various philosophies of religious education. These include their own philosophies, the philosophies of those whom they interview, those proposed through church documents and those evident in textbooks and other resources. The learners will identify the outcome implicit or explicit in these philosophies and the appropriate methodologies to achieve outcomes. The learners will develop their own wisdom of religious education and design the appropriate methodology.

**RPS 541 Spirituality of Aging (3)**

Throughout our lives, we have many opportunities to grow in relation to God, to realize the truth of our spiritual natures. The invitations to growth in later life share many similarities with those we experience in childhood, adolescence, and young and middle adulthood. Yet these last stages of life present particularly powerful opportunities for spiritual living. Elders may suffer many losses - of family, friends, a life's work, health, mobility, mental capacity, to name only a few. Spiritually and emotionally, these losses and many other events may signal that a person has entered a time, which holds the last possibilities for the reconciliation and integration of a lifetime of experiences and relationships. Our focus of concern often shifts from old ways of doing to new ways of being - in relation to self, others, and God. Together we will explore, share, and honor some of the spiritual possibilities of the aging.

**RPS 542 Critical Issues in Ethics (3)**

One of the pastoral minister's many functions is to educate people in their faith, and one of the most challenging times this must be done is when a person is facing an important ethical decision. Poignant ethical questions face us everyday and for many people they pose significant challenges of faith. In this course, we explore the field of Catholic theological ethics. Students will examine the foundations of the Church's ethical tradition and propose a code of ethics for the pastoral minister. We then explore a number

of critical issues from three primary topic areas: social ethics, sexual ethics, and medical ethics. The overall purpose of this course is to offer the pastoral minister 1) knowledge of what the Roman Catholic Church teaches concerning pressing ethical issues, as well as why it teaches what it does; and 2) a foundation upon which to draw when faced with the question What should I do? in light of a particular ethical dilemma.

### **RPS 543 Christian Mystical Tradition - Spiritual/Theological Resource for Lay Ministry (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 primarily consist 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 ministry to marriage and families within the local church context. This context is viewed as systemic, developmental (encompassing the marital and family life cycle), and theological. 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 'marriage and family enrichment' will be developed in this course in an effort to broaden our ministry to Christian families as a system. We will explore how the Christianity 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 549 Theology of Church (3)**

#### *New Course*

Theological models of the church and the theology of Vatican II will be reviewed. Beginning with the Hebrew notion of "A People Gathered" and ending with an in-depth study of models of church, this course examines the social, religious, and spiritual elements of church.

### **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.

### **RPS 557 World Religions (3)**

The core question that people have asked from the beginning of reflective thought can be summed up in one sentence: What is the meaning or purpose of my life? In a world filled with conflict and war, in a country held bound by consumerism and fear, the answers provided by some of the major world religions can show us ways to live a vibrant life. Pre-supposing a basic Christian grounding of the majority of class participants, we will study the age-old wisdom found in Hinduism, Buddhism, Taoism, Judaism and Islam, with emphasis on how this knowledge can energize us to become peacemakers and healers of our global home.

### **RPS 559 Spiritual Care of Women (3)**

#### *New Course*

This course examines the pastoral care of women, specifically, the three crucial dynamics that weave together attending practices in the healing and growth process: context, collaboration and diversity. Spiritual strategies specific to women entering ministry, intergenerational female-to-female mentoring, and complex care issues seekers present in caregiving relationships such as rape, violence, breast cancer, eating disorders, lesbianism, and gender discrimination will be discussed.

### **RPS 560 Pastoral Care & 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 575 Integrating Project (3)**

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 590 Appalachian Culture and Spirituality (3)**

This course will be a field experience in the Appalachian Mountains in Kentucky and will focus on understanding Appalachian lifestyle, behavior, and family, social, ecological, and political systems. Students will experience the richness of mountain life through Appalachian educators, artisans, and leaders.

### **RPS 591 Cherokee Culture & Spirituality (3)**

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

### **RPS 592 Honduran Culture & Spirituality (3)**

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

### **RPS 593 Lakota Culture & Spirituality (3)**

This course will be a field experience at Pine Ridge Reservation in South Dakota and focus on understanding Lakota Sioux History, Culture and Religion. We will examine how culture affects religion, how religion affects culture, and to explore how the dynamic interplay of these two can affect personal religious development, lifestyle, behavior and family, social, ecological and political systems.



**RPS 594 US/Mexico Border Experience (3)**

This course is a socio-spiritual exploration of and immersion into the US/Mexico Border region. In preparation for this intensive immersion experience, students will be asked to do analysis of the social systems, as each is encountered throughout this study. Students will learn how to use the "Praxis Circle for Social Change" as a tool to examine what they encounter during this Awareness Experience. Topics examined will include the following: farm workers and migrant workers; refugees and those who work with refugees; women who have left prostitution and become active in community building and economic development efforts; justice workers who deal with immigration laws, the judicial system; NAFTA; Environmental issues, industrial pollution and water shortages; Healthcare; Utility costs; the Border Patrol; factory workers from the maquilas in Juarez and those with experience dealing with the economic policies and labor practices on the US and Mexico sides of the border; religious leaders who are engaging Christians in the creation of sustainable communities, and others.

**RPS 595 Pastoral Care & Spirituality 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 (1-3)**

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

**RPS 603 History of Spirituality (3)***New Course*

This course examines the development of Christian Spirituality from the post-apostolic age to the present through analysis of the key texts and figures in Christian history. The student will be exposed to those texts and authors who were most influential in shaping Christian spirituality and the understanding of the spiritual life throughout Christian history, and will gain an understanding of those texts within their historical and cultural contexts. Emphasis will also be placed on the differences between male and female interpretations of Christian spirituality, as well as the differences between monastic/clerical spirituality and the spirituality of the laity, and how this has shaped Christian self understanding.

**RPS 608 Pathways to Contemplative Living (3)***New Course*

This three credit practical course is designed to expose students to contemplative practice, which is necessary component for ministerial effectiveness and personal spiritual growth. Healthy Christian maturity incorporates both active and contemplative elements within the spiritual life. Dynamic ministry stems from engaged service balanced by a mindfulness that nourishes intimacy with God, with self, with others, and with creation. Designed to be both formative and informative, classes will provide instruction from selected classical spiritual sources with the intent of raising the personal awareness and development of spiritual practices of the class participants. Integration of these insights will be fostered through reflection on the formative and deformative aspects of one's formation history. The methodology for the course will include lectures, dialogue, prayer, and journaling. Written and spoken sharing on one's own salvation history will be a key aspect of the class.

**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 521 Com Develop & Theories for Multicultural Environments (3)**

*Prerequisite(s):* SED 515, EDU 501 and Admission to the TEAM MSE, TEAM IEC or IEC programs

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 & Informal Assessment for Multicultural Spec Edu (3)**

*Prerequisite(s):* SED 515, EDU 501, SED 521 and Admission to the TEAM MSE

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 that measure the learner's goals and objectives as identified on the Individualized Educational Plan (IEP). A field experience is required with this course.

**SED 524 School, Home Support and Intervention Pre-Kindergarten Special Needs (3)**

*New Course*

*Prerequisite(s):* Admission into the MSE Program

This introductory course covers the educational and emotional needs of young children with disabilities and the techniques for implement a "whole child" and inclusive educational approach. The course promotes an understanding of stressors, transitions, and issues that families of children with disabilities may encounter during their child's early intervention. Approaches such as transdisciplinary teaming, family-centered intervention and cross cultural competencies will be covered. Multicultural research findings on roles of families in education and uses of language and literacy in the community will be examined. Federal and state regulations pertaining to early response will be included. A cross cultural perspective on how families view disabilities and interventions will be included. 10 Field Hours Required.

**SED 531 Cur & Mthds for Multicultural Special Ed Moderate & Intense (3)**

*Prerequisite(s):* SED 515, SED 532, EDU 501 and Admission to TEAM-MSE

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 & Needs of MSE (M/I) (3)**

*Prerequisite(s):* SED 515, EDU 501, 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, EDU 501, and Admission to TEAM MSE

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)**

*Prerequisite(s):* Admission into TEAM-MSE; SED 515, EDU 500, 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 MSE Practicum Level III (1)**

*Prerequisite(s):* Approval by TEAM-MSE Director and Admission into TEAM MSE

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 534 Methods/Materials for Pre-Kindergarten Special Needs (3)**

*Prerequisite(s):* Admission into the MSE Program and SED 521

Theories of early childhood development as they relate to all aspects of the classroom will be examined. Focus on creating developmentally appropriate learning environments that are culturally responsive to the needs of young children ages 3-5 with special needs; utilizing an integrated, hands-on approach to curriculum; and developing classroom management strategies that foster development of preschool to kindergarten behavior. The early intervention specialist's role as facilitator in the learning process is stressed, with emphasis on understanding physical, cognitive, social, emotional and cultural needs as they relate to the learning process. Special emphasis on understanding risk and resiliency factors; how to create protective environments that foster healthy development; partnerships with other professionals and families on early intervention will be examined. Case studies and on-site observations of learning facilities and planning of educational experiences appropriate for early intervention are included. 10 Field Hours Required.

### **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 610 Reading Literature Development for Multicultural Special Education (3)**

*Prerequisite(s):* SED 515, EDU 501, SED 521 and Admission to the TEAM MSE Program

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 field experience is required with this course.

### **SED 611 Cur & Meth for Multicultural Special Ed Mild to Moderate (3)**

*Prerequisite(s):* SED 515, EDU 501, SED 521 and Admission to the TEAM MSE Program

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 methods and strategies specifically designed for diverse student populations. This course also includes the use of CAT (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 Cult Approp Prac for Managing Class & Behav (3)**

*Prerequisite(s):* SED 515, EDU 501, SED 521 and Admission to the TEAM MSE Program

This course initially focuses on the physical classroom environment and how to maximize the learning oppor-

tunity 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 631 Collaborative Pract Working Home,School & Com Agencies (3)**

*Prerequisite(s):* SED 515, EDU 501, and Admission to the TEAM MSE or IEC Program

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 Integrative Project Multicultural Special Education (2)**

*Prerequisite(s):* EDU 500 Statistics and Research and completion of a minimum of 30 hours in major

The development of the Integrative Project is the culmination of the TEAM-MSE Master's Degree Program. This course affords the graduate student practical experience in the review, critique, and conceptualization of research for multicultural special education. Students critically analyze peer-reviewed literature surrounding a selected special education issue and propose a feasible solution based upon current research. Students also develop a comprehensive program portfolio. SED 650 is a repeatable course.

**SED 662 Internship for Pre-Kindergarten Special Needs (1)**

*Prerequisite(s):* SED 521, SED 524, SED 534, SED 665

Guided observation and practice teaching, plus meeting with college mentor; graduate students learn to apply developmentally appropriate strategies that are culturally responsive to early intervention special education environments. Students will complete a 55 hour practicum for a full semester

**SED 665 Medical Issues & Lrng Process Pre-Kindergarten Special Needs (3)**

*Prerequisite(s):* Admission into the MSE Program

This course examines the medical aspects of specific health conditions associated with learners with special needs for ages

3 - 5. 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. Intervention strategies for managing medical and educational needs for children with severe behavior problems will be covered. 10 Field Hours required.

**SOC 640 The Changing Workplace (3)**

*Crosslisted MGT 640* 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)**

*Crosslisted HUM 670* 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 & 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.

### **Business**

Master of Business Administration  
(Department of Business Administration, Division of Business)

### **Education**

Master of Arts  
Major in Teaching  
Concentrations in inclusive early childhood education, middle childhood education, adolescent to young adult education, multicultural special education, multi-age education.  
(Department of Graduate Education, Division of Education)

Major in Education  
Concentrations in art, music, instructional leadership (principal licensure or Teacher Leader), reading science.  
(Department of Graduate Education, Division of Education)

### **Organizational Leadership**

Master of Science in Organizational Leadership  
(Department of Organizational Leadership, Division of Business)

### **Nursing**

Doctor of Nursing Practice  
(Department of Nursing, Division of Health Sciences)

Master of Science in Nursing  
(Department of Nursing, Division of Health Sciences)

### **Physical Therapy**

Doctor of Physical Therapy  
(Department of Physical Therapy, Division of Health Sciences)

### **Religious Studies**

Master of Arts in Religious Studies  
Concentration in spiritual and pastoral care  
(Department of Religious/Pastoral Studies, Division of Arts & Humanities)

### **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. The teacher education programs are approved by the Ohio Department of Education, Center for the Teaching Profession, Room 810, 25 S. Front St., Columbus, OH 45215, (614) 466-3593, and accredited by the Teacher Education Accreditation Council, One Dupont Circle, Suite 320,

Washington, DC 20036 (202) 466-7236.

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

The College of Mount St. Joseph was first authorized to grant the Master of Physical Therapy degree in 1995. The 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](http://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. In March 2012, at the recommendation of the accrediting body, the Master of Nursing (MN) degree designation was changed to Master of Science in Nursing (MSN). The program was named MAGELIN for Master's Graduate Entry-Level into Nursing. Fall 2012 marks the commencement of the post-BSN masters and post-MSN Doctor of Nursing Practice (DNP) programs in the Department of Nursing. Four tracks are offered: MSN – Administration and Education; DNP – Administration and Advanced Practice. The graduate programs are approved by the Higher Learning Commission and authorized to operate by the Ohio Board of Regents. The MAGELIN program has been approved by the Ohio Board of Nursing. The MSN program is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle NW, Suite 530, Washington DC 20036-1120, (202) 887-6791. Faculty are members of various professional organizations and participate at the national and state levels by attending professional meetings and presenting research findings. Students have the opportunity to become a member of Sigma Theta Tau, an international nursing honor society.

The College of Mount St. Joseph was first authorized to grant the Master of Business Administration degree in 2011. The graduate program is accredited by the Higher Learning Commission and authorized to operate by the Ohio Board of Regents.

## Graduate Learning Outcomes

1. Academic Excellence:  
Mastery of competencies and communication appropriate for their respective disciplines/professions
2. Ethics:  
Ethical decision-making consistent with one's discipline/profession
3. Leadership:  
Socially responsible leadership within an organization or other professional environment
4. Service:  
Service to others that incorporates professional skills and knowledge

# 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  
Commission on Accreditation of Athletic Training Education  
Commission on Accreditation in Physical Therapy Education  
Commission on Collegiate Nursing Education  
Council on Social Work Education  
National Association of Schools of Music  
Ohio Board of Nursing  
Ohio Board of Regents  
Ohio Department of Education  
Teacher Education Accreditation Council

## Institutional Memberships

Adult Higher Education Alliance  
American Association of Colleges and Universities  
American Association for Higher Education  
American Association for Paralegal 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 for Student Affairs at Catholic Colleges and Universities  
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 Adult and Experiential Learning  
Council for the Advancement and Support of Education  
Council of Graduate Schools  
Council of Independent Colleges  
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 Career Development Association  
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 League of Nursing  
National Orientation Directors Association  
Ohio Academic Advising Association  
Ohio Association for College Admission Counseling  
Ohio Association of Student Personnel Administrators  
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 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 Vice President for Academic Affairs.

## **Assessment**

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



# Advising & Registration

## Catalog Requirements & Advising

### 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 sessions will follow the requirements of 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 or chairperson. 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 program must meet with their advisor to obtain approval to register for each semester or term.

## Classification & Change of Status

### 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, endorsement, or licensure seeking (matriculated) students:

- (a) are those who have been officially accepted for admission into a certificate, endorsement, or licensure program by the graduate program.
- (b) must fulfill College program requirements and residency requirements in order to receive a certificate, endorsement, or licensure from the College of Mount St. Joseph.

### 3. 4+1 MBA Dual credit students are those who:

- (a) have been provisionally admitted into the MBA program.
- (b) credits are limited to the dual credit portion of the MBA curriculum while pursuing an undergraduate degree.

**4. 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, endorsement, or licensure program.
- (c) There is a nine semester graduate credit hour limit for non-degree status students.

**5. Conditional Standing**

Admission to a graduate program with conditional standing is possible in some programs 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 six hours of graduate courses taken for grades. Grades earned in undergraduate courses do not apply to the required grade point average. 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. Provisionally accepted students in the 4+1 MBA program become degree-seeking (matriculated) students upon awarding of the undergraduate degree and meeting all admission criteria.

## Course Load, Selection & Numbering System

**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 18 credits and/or five courses taken during a semester. Credits in excess of the maximum course load must be approved by a graduate advisor.

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.

# Course Scheduling, Timeframe & Delivery Formats

## Scheduling

The College of Mount St. Joseph offers courses 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, accelerated evening, or summer sessions. All classes conform to the requirements for contact hours.

## Course Timeframe Formats

**Standard Format** – Courses meet one, two or three times per week for a 16-week semester.

**Accelerated Format** – Accelerated study at the Mount is an intense learning experience that offers the opportunity to complete a course in a shorter timeframe than the standard format. 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. Each course requires a preassignment that must be completed before the first class meeting. The completed preassignment and extensive independent studies between each class meeting are integral to this format.

## Course Delivery Formats

**Face-to-Face Format-** Face-to-Face (F2F) courses meet in a classroom in regularly scheduled sessions throughout the semester.

**Online Format-** Online courses typically do not meet on campus except for course orientations and/or exams. Course content is primarily delivered through the use of web-based technology. This course format is recommended for students who are independent learners and comfortable using online tools. Students should complete the Mount's online/blended learning readiness self-assessment before enrolling in an online course.

**Blended Format-** Blended learning integrates best practices of face-to-face classroom and online course formats in a planned, pedagogically sound manner. In blended courses, online activities replace a portion of the class meetings - decreasing the number of class meetings. Online activities are integrated with face-to-face instruction, thereby giving students the benefits each learning format has to offer. Class meeting times and online work are outlined in the development of each course. Students should complete the Mount's online/blended learning readiness self-assessment before enrolling in a blended course.

## 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: (\*4+1 MBA students are exceptions)

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.
5. Students provisionally admitted to the 4+1 MBA program may take 12 credit hours of specific courses during their Senior year of undergraduate studies. These courses will also fulfill undergraduate degree requirements.

## 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 via signed learning contract 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 or chairperson 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

Course schedules and registration information are available on the Mount's Web site. 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 *Semester Policies and Procedures*, or on the Mount's Web site at [www.msjs.edu](http://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. Graduate students may register on the Web or in person.

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

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 on the Mount’s Web site at [www.msjs.edu](http://www.msjs.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 *Semester Policies and Procedures*.

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

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 25 percent of the credits required for a graduate degree in courses taken either through the Consortium or in transfer from another institution.

Extenuating circumstances may require an exception to the Consortium cross-registration policy. Appeals for exceptions are submitted in writing to the Dean of Adult and Graduate Studies. 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, Gateway Community and Technical College, God's Bible School and College; 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.

## **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 Academic Advising Resource Center, Conlan Center.

# Rights & Policies

## Academic Policies

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

## Academic 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 it is recommended that conversation with the faculty member take place prior to initiating the appeal. 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. Whether the recommended meeting with the instructor has occurred or not, within 10 days of the course grade being posted on the web, the student must notify the instructor and the Division Dean through which the course is offered in writing (preferably via email) that he/she is beginning the appeal process. This communication should summarize how **the grade was determined inaccurately or unfairly according to the grading criteria in the course syllabus**. This written summary becomes the basis of the grade appeal and will be forwarded to other parties as they become involved in the appeal process. As part of the notification process, the student will request a meeting with the Dean and the instructor.
2. The meeting must take place within 10 business days of the request. The instructor will provide documentation to the Dean prior to the meeting explaining the basis for the grade. If the instructor is a Division Dean, a senior faculty member in the department, appointed by the Vice President for Academic Affairs (VPAA) or an administrator designated by the VPAA will serve in place of the Dean. The student may only be accompanied to this meeting by either his/her academic advisor or a member of the full-time Mount faculty to serve in an advisory role to clarify issues, not as an advocate. The Division Dean will convene the group to discuss the issues related to the appeal. The Dean will render a decision regarding the appeal to the instructor and the student in writing within 5 business days of the meeting.
3. Should the resolution be unsatisfactory to the student or the instructor within 5 business days of the decision in Step 2, either party may submit a letter to the VPAA describing the basis for continuing

the appeal process.

4. The VPAA or an administrator designated by the VPAA will collect relevant information and meet with the instructor and student together or separately within 10 business days before making a final decision.
5. Within 2 business days after the meeting a final decision will be made by the VPAA or the designated administrator. The decision 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.
6. If the course under appeal is a prerequisite, permission to enroll in the next course in the sequence must be granted by the VPAA or designee.
7. Any exceptions to the timelines or other procedures in this policy must be approved by the VPAA.
8. 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 Division Dean who will notify the VPAA.

## Academic Honesty

Frequent reports in today's media indicate that a culture of plagiarism and other dishonest acts exist 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 and understanding the work 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.

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, lab examinations;
5. Symbolic: Mathematical expressions, graphs, tables;
6. Cybernetic: Computer databases, files, 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 placing 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 cheating and plagiarism). So that we may all agree about what behaviors honesty 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;
  - will perform on examinations, tests and quizzes using his or her knowledge and information and based on his or her own research and study efforts;
  - will use during an exam only those aids that the instructor has specified and approved;
  - will refuse to use crib notes, electronic devices including text messaging or instant messaging, 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 or an academic department or the Consortium) that needs to be available and in usable condition for other students;
  - will not make an unauthorized copy of restricted material without permission (e.g., hard copies, videotapes, software);
  - will 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;
  - will 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 material is plagiarism – representing the words and/or images and/or symbols, style, and content of another as one's own;
  - will document his or her research meticulously according to acceptable standards and the professor's prescribed format; 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.) ;

- will 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;
- will not represent the visual or verbal organization of another's work as one's own;
- will compose an individual project, or his or her segment of a group project, wholly on his or 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, 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 or her own material and will refuse to copy other students' disk files, databases and other electronically stored material;
- will properly cite and document all information derived from such reference sources as information retrieval services, computer bulletin boards, or CD ROM reference materials.

Students have a responsibility to comprehend and practice the honest academic behaviors that are stated and implied in this document without exception 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.
- Challenge any decision in which the documentable evidence indicates dishonest behavior on an academic process (the process that students should follow is indicated in the College's Academic Dishonesty Appeal policy).

### **Procedure:**

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

1. The instructor will notify the student that there is a concern related to academic honesty.
2. The instructor will discuss with the student the reasons for this concern and provide the student with an opportunity to respond.
3. If the instructor determines that a violation has occurred, then the instructor and the student will discuss the available options before the instructor makes a decision about the consequences. As part of this procedure the instructor will consult with the Office of the Vice President of Academic Affairs for any previous academic honesty violations that the student may have on record.
4. Possible options the instructor might consider include:
  - requiring the work to be redone;
  - assigning a failing grade for the assignment;
  - assigning a failing grade for the course *or*,
  - The instructor, in consultation with the department chair and the Division Dean, may recommend to the VPAA one of the following: that the student may be dismissed from the program; that the student be suspended from the College; that the student be dismissed from the College. Academic dishonesty would not be indicated on the student's official record as reason for failing a course, suspension or dismissal.

5. In cases where it has been determined that a violation of the academic honesty policy has occurred, the instructor will file a report of the incident containing the student name and ID number, date of occurrence, the course number and title, the nature of the offense and the resulting action taken. This report will be held in a file in the office of the VPAA. This file will be kept for consultation as a historical record which may be taken into consideration if future violations by the student take place.
6. The decision to be imposed will be clearly communicated in writing to the student.
7. The student has the right to appeal the decision using the process described below.

Every reasonable effort will be made to respect student confidentiality throughout all stages of the process.

## Academic Dishonesty Appeal Process

1. If the student wishes to appeal the decision, within 10 business days he/she must send a written request to the department chairperson for a meeting with the chairperson and the instructor. The chairperson will convene the meeting with the instructor and the student and attempt to resolve the issues.
2. Should the resolution be unsatisfactory to the student or the instructor, either party may submit a letter to the Vice President of Academic Affairs (VPAA) within 10 business days of the meeting in Step 1 describing his/her basis for continuing the appeal. The request should include a description of prior attempts to resolve the issue and the reasons for continuing the appeal. The VPAA will collect relevant information and meet with the instructor and student together or separately before making a final decision.
3. The final decision made by the VPAA or the designated administrator will be based on a review of Steps 1 and 2, 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 academic dishonesty appeal process. The student may withdraw the appeal at any juncture by a written request to the department chairperson who will notify the VPAA.

## 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 in graduate courses by the total number of graduate semester hours attempted for credit. Some programs have additional requirements that need to be met to be in good academic standing.

### Academic Probation

A graduate student whose cumulative grade point average falls below 3.0 (excluding incomplete grades) will be placed on academic probation. The academic status will be noted on the graduate academic record. Once on probation students will have up to one semester if full-time or nine semester hours if part-time to achieve a GPA of at least 3.0 to remove their probationary status. A graduate student on academic probation will be

returned to good standing when at least a 3.0 cumulative GPA is achieved. A student cannot be placed on probationary status more than once. If a student successfully removes him/herself from probationary status and subsequently has a cumulative GPA that falls below a 3.0 on the 4.0 scale that student will be dismissed from the program. Some programs have additional requirements that need to be met or the student will be placed on academic probation. See individual program requirements.

## **Academic Dismissal**

A student who fails to meet the cumulative grade point average of 3.0 in a graduate program for two semesters, or nine additional hours, will be dismissed from the program. When dismissed, the student becomes ineligible to register for additional graduate level courses in that program. Some programs have additional factors that can lead to academic dismissal. See individual program requirements. 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. Some programs have identified professional behaviors that need to be met or non-academic dismissal will occur. Such recommendations are made to the department Chairperson. 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 Dean of Adult and Graduate Studies. 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 Dean of Adult and Graduate Studies 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.

## **Emergency Medical Leave of Absence**

If a medical condition prohibits a student from attending class for an extended period, the documentation and circumstances must be reviewed on a case-by-case basis by the Dean of Adult and Graduate Studies. The Dean of Adult and Graduate Studies may approve an Emergency Medical Leave of Absence in order to maintain the student's academic standing with the College of Mount St. Joseph. A student who is awarded a medical leave remains an active student for a period of time deemed appropriate by the Dean of Adult and Graduate Studies.



# Grades

## Final Examinations

Final examinations are given at the end of each course at the hours specified in the *Semester Policies and Procedures*. Final examination schedules are also available on the Mount's Web site and in the Conlan Center.

Students may not be excused from examinations or make any change (time or day) in the schedule without the written approval on a Change in Examination Schedule form. Forms to request a change in the examination schedule are available in the Academic Departments. The Change in Examination Schedule form, with all required signatures affixed, must be presented to the instructor before a make-up examination is given. A change in the examination schedule may be made for serious reasons ONLY (e.g., serious illness of a student, serious illness or death in a student's family, when more than two exams are scheduled on the same day, etc.).

## 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. SP grades require the student to re-register for the same course the following semester(s) with a maximum of two subsequent registrations for the same course. SP grades not completed within one calendar year from the last day of the semester when the original SP grade is assigned for the initial registration of a thesis, research or internship course will convert to an "F" grade.	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 graduate semester hours attempted for credit. All graduate programs require that students have a minimum cumulative GPA of 3.00 throughout their program to be in good academic standing and to be eligible for graduation.

## Incomplete Grades

A student must initiate a request for an “I” (incomplete) grade with an instructor, **by the last week of classes for traditional semester courses or before the last scheduled date of accelerated classes. The completed form must be submitted by the student to the Office of the Registrar prior to exam week or the final accelerated class meeting.** 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” grades change to “F”
  - Last day of spring semester
- Spring semester “I” grades change to “F”
  - The end of the 3rd week of fall semester
- Summer session “I” grades change to “F”
  - The last day of fall semester

## Change of Grade

If for a 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.

Grades may be changed by an instructor after the end of a semester only if:

1. an error is discovered in the determination of the original grade assignment; or
2. the automatic "I" (incomplete) to "F" (failure) conversion needs to be corrected.

Grade changes cannot be made which exceed a time limit of one (1) calendar year after the original grade assignment. This includes the grade of "SP" (satisfactory progress) which must be changed to a letter grade within one (1) calendar year after the original grade assignment.

Grades cannot be changed in courses that are part of a student's earned degree once or after the degree is officially noted on the academic record. Grade changes become official when received and recorded by the Registrar's Office.

## Repeated Courses

Course work with a final grade of "F," "FA," audits, or withdrawals may be repeated in some programs. However, a student earning a grade of "F" or "FA" in a required course cannot get credit for the course until repeating the course and earning a passing grade. 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. Courses with a grade of "C" or higher cannot be repeated unless the course is designated a repeatable course.

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 course. Students have full access to their grades via the Web. Grade reports will be mailed to students 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 on the same order). Information for requesting an immediate transcript electronically can be found on the Mount's Web site<sup>4</sup>.

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

## **Graduation**

### **Degrees Awarded**

The College offers the following graduate degrees:

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

### **Comprehensive Exam and/or Integrative Project**

A comprehensive examination and/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. All degree requirements must be completed within five years of enrollment in the graduate program. An exception may be made at the discretion of the department chairperson and the Dean of Adult and Graduate Studies.

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<sup>4</sup><http://www.msj.edu/academics/registrar/transcript-requests/>

## Degree Applications/Graduation

A degree-seeking student who has completed the general requirements and the specific program requirements with a cumulative 3.0 GPA is eligible to be awarded a graduate degree. Graduation candidates completing their degree requirements in December 2012, May 2013 and August 2013 will be eligible to participate in the May 2013 graduation ceremony.

### Commencement Ceremony Participants

Graduate program 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.

Candidates who apply for graduation and are listed on that year's annual commencement program are not eligible to be listed in future commencement programs nor participate in future ceremonies for the same degree.

### Applying for Graduation

Graduation candidates are required to complete the application paperwork with their program directors or department chairperson. 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. 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 his/her degree requirements after being notified his/her application has been cancelled, the student will be required to submit a new application 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. 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.

## FERPA

### Annual Notification of Student Rights

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

- (1) The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.

Education records are files, documents and other information which contain information directly related to a present or former student enrolled at the College.

Information not considered education records are:

- medical or counseling records used solely for treatment and made or maintained by a physician, psychologist, psychiatrist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity
- law enforcement records
- records created by College personnel which are in the sole possession of the maker and are used only as a personal memory aid and are not accessible or revealed to any other person except a temporary substitute for the maker of the record
- employment records of an individual if employment is not related to the individual's status as a student
- financial records submitted by parents
- education records of the student that contain information on more than one student
- confidential letters and statements of recommendation
- alumni records which maintain information after the student stopped attending the College and do not contain information about the person as a student

A student wishing to exercise his/her right to inspect and review his/her education records must submit to the registrar, Vice President for Academic Affairs, Dean of Students, financial aid director or other appropriate official, a written request that identifies the education record(s) the student wishes to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If a student does not live within reasonable commuting distance from the college and wishes to inspect his/her records, please provide this information with your request and the College official will make arrangements to provide copies of the education record(s) by mail. The student may be charged a fee for producing copies of the education record(s).

If the records are not maintained by the College official, to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed

- (2) The right to request the amendment of the student's education records that the student believes may be inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the College to amend a record should write the College official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the college decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right of the hearing.

- (3) The right to provide written consent before the College discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure of directory information without consent.

The College, in accordance with FERPA, may publicly release directory information without the written consent of the student. The College has identified directory information as:

- 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
- enrollment status (undergraduate or graduate programs, full-time or part-time)
- degrees earned
- awards received (including academic honors)
- most recent previous educational agency or institution attended
- participation in officially recognized activities and sports
- weight and height of athletic team members

Students may restrict the publication and release of directory information by completing a request of non-disclosure form in the Registrar's Office, Conlan Center.

The College may disclose education records without a student's prior written consent under the FERPA exception for disclosure 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 as its agent to provide a service instead of utilizing College employees or officials (such as an attorney, auditor, agency, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, and volunteers or persons assisting another school official in performing his or her tasks.

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 responsibilities for the College.

The College may disclose without a student's prior written consent under FERPA exceptions for Judicial orders and subpoenas; information in accordance with the Patriot Act, Clery Act and the Campus Sex Crimes Prevention Act; and to appropriate parties in connection with an emergency or if the information is necessary to protect the health or safety of the student or other individuals.

Upon request, the College may also disclose education records without student consent to officials of another school in which a student seeks or intends to enroll, if the disclosure is for purposes related to the student's enrollment or transfer and to update, correct or explain information originally disclosed.

(4) 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 20202-5901

Questions regarding FERPA may be directed to the Registrar's Office, Conlan Center.

## **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.

## **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.

## **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.



## 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 directly from the college or university attended to the College of Mount St. Joseph, Graduate Admission Office, 5701 Delhi Road, Cincinnati, Ohio 45233. Once enrolled in graduate programs at the Mount, courses earned at other institutions must be submitted directly from the college or university attended to the College of Mount St. Joseph, Office of the Registrar, 5701 Delhi Road, Cincinnati, Ohio 45233.
2. A maximum of 25% of the credit hours related to the student's program may be accepted as elective or required credit, as determined by the graduate program director or designee at the time of admission. A minimum of a "B" grade is required for each transfer course. A maximum of two pass/fail grades may be accepted. A passing grade is equivalent to a grade of "B" or above.
3. No correspondence courses will be accepted.
4. Graduate credits over seven years old will be accepted at the discretion of the respective department chairperson.
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 or chairperson for other limitations on transfer credit which may apply in their program.

## Nondiscrimination Policy

### REVISED AND APPROVED NON-DISCRIMINATION POLICY

The College of Mount St. Joseph ("the College") is committed to providing an educational and employment environment free from discrimination or harassment on the basis of race, color, national origin, religion, sex, age, disability, or other minority or protected status. This commitment extends to the College's administration of its admission, financial aid, employment, and academic policies, as well as the College's athletic programs and other college-administered programs, services, and activities.

The College has designated the Chief Compliance and Risk Officer, (513) 244-4393, Office of the President, as the individual responsible for responding to inquiries, addressing complaints, and coordinating compliance with its responsibilities under Title IX of the Education Amendments of 1972 and other applicable federal and state civil rights laws. The College has designated the Director of Academic Support, (513) 244-4524, the Learning Center, as the individual responsible for responding to inquiries, addressing complaints, and coordinating compliance with its responsibilities under Section 504 of the Rehabilitation Act of 1973.



# Finance

## Tuition, Fees & Payments

### **Tuition and Fees**

Tuition is charged on the basis of a cost per credit hour. Current tuition and fee information is published in the Semester Policies and Procedures 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 *Semester Policies and Procedures* 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.

## 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.