



MOUNT ST. JOSEPH  
UNIVERSITY

## **2015-16 Graduate Catalog**

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Mount St. Joseph University

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# Graduate Programs

## Education

### **School of Education Vision Statement**

The School of Education is grounded in the service-oriented tradition of the Sisters of Charity of Cincinnati and the Catholic intellectual tradition of free and open inquiry in search of truth. Through our innovative programs, we nurture educators who are knowledgeable, collaborative, ethical, and supportive of diversity.

### **School of Education Mission Statement**

The School of Education prepares highly qualified, collaborative, caring and reflective educators who uphold the tradition of social responsibility, academic excellence, and ethical leadership of the Sisters of Charity of Cincinnati.

### **Core Values of the School**

The focus of the School 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 university's and department's mission statements.

- We promote critical thinking and reflective practices
- 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 promote a knowledge and appreciation of diversity by requiring a variety of experiences

### **Candidate Competencies**

Based on the department mission and core values, the School of Education claims that its graduates meet the following standards which are derived from the Ohio Standards for the Teaching Profession and CAEP 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. A second Master of Arts degree can be awarded for a second major or concentration.

- **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 Science
  - Multicultural Special Education

**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, passed the Ohio Assessment for Educators (OAE) examination required by the Ohio Department of Education, and has the recommendation of the School of Education which is 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.
- **Pre-Kindergarten Special Needs Endorsement (Ages 3-5)** - This endorsement is designed for K-12 intervention specialists and K-3 early childhood teachers. It allows these educators to work with preK special needs students and meet a critical shortage in Ohio and the nation.

## 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 15-21 months. The Mount offers two such accelerated programs for those interested in changing careers to become a teacher.

- **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 *15 - 21 month* master's degree and apprenticeship program 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 three tracks: an AREL track for those who have no background in education, a 2nd license track for licensed Ohio educators focusing on mild to moderate populations grades K-12, and Pre-Kindergarten Special Needs for licensed early childhood and intervention specialists who want to teach 3-4 year olds with special needs. . Students may be employed while they earn their degree.

**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).

## 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 two options for those seeking professional advancement: Multicultural Special Education and Reading Science.

### Multicultural Special Education - Second Licensure Option - MA Degree, Major in Education

#### Program Requirements

The Multicultural Special Education (MSE) program is designed for teachers who want to earn a Master's degree enabling them to better teach children with special needs who come from culturally and/or linguistically diverse backgrounds.

According to the Bureau of Labor Statistics, employment of preschool, kindergarten, and elementary school special education teachers is expected to grow 21% from 2010 to 2020. This program will expand one's job opportunities, allowing one to become an intervention specialist working with children with special needs in grades K-12.

### **Second Licensure Special Education option:**

The second licensure option is designated for individuals who already possess a current Ohio teaching licensure in any subject or grade level. This second licensure also is embedded within 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.

Note: Teachers who have not completed a minimum of 6 credit hours in reading methods for their first Ohio teaching license will be required to take an additional 6 credits of reading methods, per the Ohio Department of Education licensure office.

Hours: 37

### **Professional Core - 15 hours**

- EDU 500** Statistics and Research (3)
- EDU 616** Cognition Across Cultures (3)
- SED 515** Human Exceptionalities Across the Lifespan (3)
- SED 521** Communication Develop & Theories for Multicultural Environments (3)
- SED 650** Integrative Project Multicultural Special Education (3)

### **Concentration Courses - 22 hours**

- EDU 601** Differentiated Instruction for Inclusive Settings Mild to Moderate (3)
- RDG 617** Multisensory Explicit Phonics Instruction (3)
- SED 522** Formal & Informal Assessment for Multicultural Spec Edu (3)
- SED 533 III** MSE Practicum Level III (1)

**or**

- SED 533 IV** MSE Practicum Level IV (1)
- SED 610** Reading Literature Development for Multicultural Special Education (3)
- SED 611** Curriculum & Methods for Multicultural Special Education (3)
- SED 612** Culturally Appropriate Practices for Managing Classroom & Challenging Behaviors (3)
- SED 631** Collaborative Practices in Multicultural Special Education (3)

### **Program Outcomes**

The outcomes of the MSE Program are to prepare intervention specialists with the knowledge, skill and dispositions to work in collaborative and consulting roles with general educators and other support personnel in order to provide high quality instruction to children who come from culturally and/or linguistically diverse (CLD) backgrounds and are in need of special education services. Upon completion of the program, graduates will be proficient in providing culturally responsive teaching practices within the context of special education.

## Multicultural Special Education - Pre-K Special Needs Option - MA Degree, Major in Education

### Program Requirements

The Pre-Kindergarten Special Needs option is designated for individuals who already possess a current Ohio teaching licensure in Special Education or Early Childhood Education and wish to obtain an endorsement to work with children ages 3-5 with special needs. This endorsement is embedded within the Master of Arts degree. However, individuals may select to only focus on the Pre-K Special Needs Endorsement and not earn a Master's degree.

Hours: 34

### Professional Core - 15 Hours

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

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

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

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

**SED 650** Integrative Project Multicultural Special Education (3)

### Major Requirements - 19 hours

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

**SED 534** Methods/Materials for Pre-Kindergarten Special Needs (3)

**SED 662** Pre-Kindergarten Special Needs Practicum (1)

**SED 665** Medical Issues & Learning Process for Pre-Kindergarten Special Needs (3)

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

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

**IEC 630** Promot Young Child Develop (3)

### Program Outcomes

The outcomes of the MSE Program are to prepare intervention specialists with the knowledge, skill and dispositions to work in collaborative and consulting roles with general educators and other support personnel in order to provide high quality instruction to children who come from culturally and/or linguistically diverse (CLD) backgrounds and are in need of special education services. Upon completion of the program, graduates will be proficient in providing culturally responsive teaching practices within the context of special education.

## Pre-Kindergarten Special Needs Endorsement (Ages 3-5)

### Program Requirements

The Pre-Kindergarten Special Needs Endorsement (Ages 3-5) is an accelerated fully online program for current early childhood and/or intervention specialists who want to expand their teaching opportunity to include young children who are in need of special education services. This Pre-Kindergarten Special Needs Endorsement can be added to an existing Ohio Early Childhood License and/or an Intervention Specialist license. Students, who are enrolled in the Inclusive Early Childhood Licensure Program or the Special Education Licensure Program at the undergraduate or graduate level, may begin the coursework for the endorsement during their final semester of study.

Eligibility: The Pre-Kindergarten Special Needs Endorsement can be added to an existing Ohio Early

Childhood License and/or an Intervention Specialist license. Students, who are enrolled in the Inclusive Early Childhood Licensure Program or the Special Education Licensure Program at the undergraduate or graduate level, may begin the coursework for the endorsement during their final semester of study.

Hours: 13

**Prerequisite:**

**Current Early Childhood or Intervention Specialist Ohio Licensure and SED 515 or Equivalent Course.**

**Requirements of the Pre-Kindergarten Special Needs Endorsement (13 hours)**

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

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

**SED 534** Methods/Materials for Pre-Kindergarten Special Needs (3)

**SED 662** Pre-Kindergarten Special Needs Practicum (1)

**SED 665** Medical Issues & Learning Process for Pre-Kindergarten Special Needs (3)

**Program Outcomes**

The goal of the Pre-K Special Needs Endorsement is to prepare teachers to meet the unique educational needs of children in pre-kindergarten with special needs. At the conclusion of the program, students will be able to:

- Plan instruction that is evidence of knowledge and understanding of the characteristics and developmental needs of young children with special needs.
- Design classroom environments that promote the growth and development of special needs children in a respectful, safe, and healthy learning environment.
- Implement lessons that deliver effective instruction that advances the learning and development of typical and special needs three to five year old children.
- Demonstrate knowledge of a variety of developmentally appropriate assessments to inform instruction, evaluate and ensure student learning.
- Collaborate and communicate with students, families, other professionals and members of the community to support student learning.
- Advocate for the needs of children with special needs at the preschool level.

## **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.

*Mount St. Joseph University is committed to respond to the need for lifelong learning. As part of this commitment, the Mount will consider graduate level credit in the Reading Science programs (MA in Reading*

*Science, Reading Endorsement Program and the Dyslexia Certificate) for college-level learning that takes place outside a college or university setting.*

- PLA credit may be accepted at the discretion of the Reading Science Program Director and awarded through the Prior Learning Assessment process.
- Any PLA credit received must fit the student's degree requirements.
- No more than twenty-five percent of the total number of credit hours required for the program can be awarded through prior learning assessment.
- Duplication of credit is not permitted. A student's prior learning may not duplicate any course credit already received or possible future coursework.
- Students must meet with their advisor and completely understand their program requirements before starting any PLA process.
- Credits earned through PLA neither fulfill nor interrupt the residency requirement.

*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

#### **PROFESSIONAL CORE - 10 hours**

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

**EDU 600** Integrative Project (1)

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

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

or

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

or

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

#### **CONCENTRATION COURSES - 21 hours**

**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 542** The Integration of Reading Comprehension and Writing Instruction (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)

#### **Program Outcomes**

- Graduate students demonstrate knowledge and skill in the critical analysis and synthesis of educational research, and can use this knowledge to make important educational decisions.

- Graduate students demonstrate knowledge and skills in the implementation of research-based practices to guide reading assessment and instruction to meet the needs of all children (i.e. children with reading disabilities and typically developing children).
- Graduate students utilize their Reading Science coursework in their teaching practice.
- Graduate students demonstrate a depth of content knowledge in reading development, theory, the 5 essential components of reading instruction (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension) and writing, reading assessment, and reading intervention.

## 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 with a minimum 3.0 GPA in addition to achieving a passing score on the Ohio Assessment for Educators (OAE) 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

### 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)

### Program Outcomes

- Graduate students demonstrate knowledge and skill in the critical analysis and synthesis of educational research, and can use this knowledge to make important educational decisions.
- Graduate students demonstrate knowledge and skills in the implementation of research-based practices to guide reading assessment and instruction to meet the needs of all children (i.e. children with reading disabilities and typically developing children).
- Graduate students utilize their Reading Science coursework in their teaching practice.
- Graduate students demonstrate a depth of content knowledge in reading development, theory, the 5 essential components of reading instruction (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension) and writing, reading assessment, and reading intervention.



## Dyslexia Certificate

### Program Requirements

Hours: 21

**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)

View Certificate Program Institution Disclosures at

<http://www.msj.edu/audiences/certificate-program-institution-disclosures/>

### 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 Ohio Assessment for Educators (OAE) 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 Mount St. Joseph University's 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 Mount St. Joseph University Dyslexia Certificate is an IDA Recognized program.

## 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;
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

### 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)  
**IEC 510** Assess/Diag of Young Child (3)  
**IEC 530** Integrating Science and Social Studies through Content Reading (3)  
**IEC 552** Math Curriculum and Methods for Early Childhood (3)  
**IEC 630** Promot Young Child Develop (3)  
**RDG 505** Psychology of Reading (3)  
**RDG 530** Phonics/Linguistics (3)  
**RDG 538** Diagnosis & Remediation of Reading Problems (3)  
**SED 515** Human Exceptionalities Across the Lifespan (3)  
**SED 521** Communication Develop & Theories for Multicultural Environments (3)  
**SED 631** Collaborative Practices in Multicultural Special Education (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)

### Program Outcomes

- Content knowledge - The candidate articulates accurate subject matter and applies that knowledge in planning and presenting lessons aligned with content standards.
- 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.
- Instructional strategies - The candidate applies a variety of scientifically-based, data-driven instruc-

tional strategies based on learning goals, assesses student's progress toward these goals, and differentiates instruction based on student needs and assessment results.

- Learning environment - The candidate creates and manages a learning environment that encourages active, engaged learning and respect for others.
- Professional responsibilities - The candidate engages in reflective practice, promotes collaboration among peers, families and communities, and takes on opportunities for professional development

## 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: 54

### 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 - 44 hours

- EDU 502** Measurement & Evaluation (3)
- EDU 504** Behav Mgmt/Classroom Org (3)
- EDU 601** Differentiated Instruction for Inclusive Settings Mild to Moderate (3)
- EDU 644** Graduate Student Teaching (6)
- 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** Technology in the Instructional Process (3)

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

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

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

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

**MTH 555** Methods for Math Educators (3)

### **Program Outcomes**

- Content knowledge - The candidate articulates accurate subject matter and applies that knowledge in planning and presenting lessons aligned with content standards.
- 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.
- 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.
- Learning environment - The candidate creates and manages a learning environment that encourages active, engaged learning and respect for others.
- Professional responsibilities - The candidate engages in reflective practice, promotes collaboration among peers, families and communities, and takes on opportunities for professional development

## **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: 46

### **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)

### **UNDERGRADUATE LEVEL COURSES REQUIRED FOR LICENSURE**

**(6-7 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 (3)

**MUS 344** Methods of Music II (3)

**Art or Music Undergraduate Content Requirements 56-58 credit hours****GRADUATE LEVEL COURSES REQUIRED FOR LICENSURE & MA DEGREE (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** Behav Mgmt/Classroom Org (3)  
**EDU 517** Technology 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)  
**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 + 30 credits graduate level course work + 6 credits student teaching + passing scores on required the Ohio Assessment for Educators (OAE) tests.

**Program Outcomes**

- Content knowledge - The candidate articulates accurate subject matter and applies that knowledge in planning and presenting lessons aligned with content standards.
- 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.
- 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.
- Learning environment - The candidate creates and manages a learning environment that encourages active, engaged learning and respect for others.
- Professional responsibilities - The candidate engages in reflective practice, promotes collaboration among peers, families and communities, and takes on opportunities for professional development

**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: 45-46

**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 – 35-36 hours**

**AYA 533** Adol/Young Adult Practicum (2-3)  
**AYA 550** Nature and Needs of Adolescents (3)  
**EDU 644** Graduate Student Teaching (6)  
**EDU 502** Measurement & Evaluation (3)  
**EDU 504** Behav Mgmt/Classroom Org (3)  
**EDU 517** Technology 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 555** Methods for Math Educators (3)  
**EDU 556** Methods of Teaching Language Arts (3)  
**EDU 558** Methods of Teaching Social Studies (3)  
**EDU 559** Methods of Teaching Sciences (3)

**Program Outcomes**

- Content knowledge - The candidate articulates accurate subject matter and applies that knowledge in planning and presenting lessons aligned with content standards.
- 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.
- 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.
- Learning environment - The candidate creates and manages a learning environment that encourages active, engaged learning and respect for others.
- Professional responsibilities - The candidate engages in reflective practice, promotes collaboration among peers, families and communities, and takes on opportunities for professional development

## TEAM Multicultural Special Education - Intervention Specialist

### Program Requirements

TEAM-MSE is an accelerated blended/online program for individuals who want to teach children with special needs in grades K-12 who come from culturally and/or linguistically diverse backgrounds.

This program is designed for non-traditional second career individuals who do not have a teaching license and are seeking an alternate route to Ohio special education licensure. The curriculum for this program includes both special education and multicultural curriculum. Graduates of this program will have the skills and knowledge to work with children in grades K-12 who come from culturally and/or linguistically diverse backgrounds and are in need of special education services.

All coursework leading to the Ohio Alternative Residence Educator's License (AREL) is embedded within the master's degree. The courses count for both K-12 Ohio Special Education licensure and for the graduate degree. The course delivery format available for this track is blended learning, which allows students the convenience of online learning during the weekdays with Saturday class meetings.

Hours: 42

### PROFESSIONAL CORE - 15 hours

- EDU 500 Statistics and Research (3)
- EDU 616 Cognition Across Cultures (3)
- SED 515 Human Exceptionalities Across the Lifespan (3)
- SED 521 Communication Develop & Theories for Multicultural Environments (3)
- SED 650 Integrative Project Multicultural Special Education (3)

### CONCENTRATION COURSES - 21 hours

- EDU 501 Educational Psychology (3)
- RDG 617 Multisensory Explicit Phonics Instruction (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)

or

- SED 533 IV MSE Practicum Level IV (1)
- SED 610 Reading Literature Development for Multicultural Special Education (3)
- SED 612 Culturally Appropriate Practices for Managing Classroom & Challenging Behaviors (3)
- SED 631 Collaborative Practices in Multicultural Special Education (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 Curriculum & Methods for Multicultural Special Education (3)

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

- SED 531 Curriculum & Methods for Multicultural Special Ed Moderate & Intense (3)
- SED 532 Nature & Needs of MSE (M/I) (3)

## Program Outcomes

The outcomes of the MSE Program are to prepare intervention specialists with the knowledge, skill and dispositions to work in collaborative and consulting roles with general educators and other support personnel in order to provide high quality instruction to children who come from culturally and/or linguistically diverse (CLD) backgrounds and are in need of special education services. Upon completion of the program, graduates will be proficient in providing culturally responsive teaching practices within the context of special education.

## 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 School of Education 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 Mount St. Joseph University.
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, Mount St. Joseph University, 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 1-6 listed above, applicants for the TEAM program must:**
  - have an admission interview;
  - provide a writing sample on site;
  - pass the appropriate Ohio Assessment for Educators (OAE) content test (applies to TEAM-AYA only). AYA applicants who do not pass (OAE) content test will be required to take undergraduate mathematics or science courses in the deficit area before continuing with the program, and then retake and pass (OAE) content test 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 Dean of Education 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 University as part of an application for admission become the property of Mount St. Joseph University and will not be returned to students or forwarded to any other college or university.

## Education Academic Standards

### Academic Probation

- Students in the School of Education must maintain a cumulative GPA of 3.0 as required by the University for all graduate programs. Students falling below an overall GPA of 3.0 will be placed on academic probation.
- Students receiving a grade of 'F' for any graduate course shall be placed on academic probation.
- See University policy on Academic Probation for more details.

### Criteria for Dismissal

- Students who fail to meet the cumulative GPA of 3.0 in a graduate program for two semesters or nine additional hours will be dismissed from the program.
- Students receiving a second of grade of 'F' for any graduate course shall be dismissed from the program and the School of Education.

### 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.

## 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 university file.

## Student Teaching Requirements

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

1. Be officially admitted to and in good standing in the licensure program.
2. Have and maintain an official BCI/FBI background check on file in the Education office (no older than 365 days) throughout the student teaching period
3. Apply for student teaching by the posted deadline.
4. Have and maintain an overall 3.0 GPA on a 4.0 scale.
5. Earn a grade of "C" or better in all required licensure courses. "B" or higher in methods courses.
6. Verify successful completion of current AED/CPR, First Aid, and VIRTUS (Catholic school placements only) certifications
7. Complete all required field clinical experience hours.
8. Have passed all required general and content OAEs (Ohio Assessment for Educators) needed for initial licensure
9. Have proof of current membership in an approved professional association
10. Obtain advisor's approval.
11. Meet Professional Performance Standards as defined by the School of Education in the following areas: Rapport, Reliability and Responsibility

By the end of the student teaching placement:

1. Provide documentation of attendance at an approved local, state, regional, or national conference while being a graduate student at Mount St. Joseph University

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.

## Ohio Assessment for Educators (OAE)

The Ohio Department of Education (ODE) requires the Ohio Assessment for Educators (OAE) test for teacher licensure. Information about the required tests and qualifying scores is available on the OAE website at <http://www.oh.nesinc.com>.

## Graduate Integrative Project

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

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**

Darla Vale, PhD, RN, CCRN, Dean of Health Sciences  
Donna Glankler, DNP, RN, MAGELIN Program Director  
Nancy Hinzman, DNP, RN, MSN/DNP Program Director

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

- RN to MSN: Master's Graduate-Level for Registered Nurses
- MAGELIN: Master's Graduate Entry-Level into Nursing
- Master of Science in Nursing: Education
- Master of Science in Nursing: Administration
- Master of Science in Nursing: Clinical Nurse Leader

### Doctor of Nursing Practice: Health Systems Leadership

Each program has unique admission and program requirements.

## **RN to MSN - Master's Graduate-Level for Registered Nurses**

The RN to MSN program is an undergraduate entry level pathway to an MSN degree for Registered Nurses who hold a Diploma or Associate Degree in Nursing and do not have a bachelor's degree in any field. The program is designed in a part-time format, requiring nine semesters. RN to MSN bridge coursework (19 credits) are undergraduate courses taught in the first three semesters of the program. Students are undergraduate students when taking the RN to MSN bridge coursework. Completion of the RN to MSN Bridge courses with a GPA of 3.0 or higher and one year of clinical nursing experience are required to progress to the MSN coursework. Students need to declare their specialty track by the second semester of the bridge coursework. MSN specialty tracks include: Administration, Clinical Nurse Leader and Education.

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

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 four consecutive semesters. Fifteen to seventeen 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-RN) to become licensed to practice as a registered nurse. Two of the MAGELIN courses fulfill requirements in the MSN education, administration, and clinical nurse leader tracks if students earn a grade of "B" or higher and enroll in the programs within five years of taking the courses.

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 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 lifespan. 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.

### **Master of Science in Nursing: Administration Track, Education Track, and Clinical Nurse Leader Track**

The Master of Science in Nursing program prepares graduates to advance clinical nursing practice through specialized roles in three tracks: administration, education and clinical nurse leader. 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 health care 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. Four of the required MSN courses also fulfill requirements for the Doctor of Nursing Practice program.

### **Doctor of Nursing Practice**

The Doctor of Nursing Practice (DNP) provides the terminal academic preparation for patient-focused advanced nursing practice. The post-master's DNP is designed to prepare nurses for leadership positions where they can create transformative change to improve the health and health care outcomes of individuals, families, groups and populations. 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 systems management.

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.

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

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

Students in the MAGELIN - MSN program:

#### **Grades**

Students must earn a "B" or higher in any course that is aligned with licensure. These are called Category I courses and include the following: NUR 500, NUR 501, NUR 503, NUR 504, NUR 505, NUR 506, NUR 508, NUR 509, NUR 511, NUR 512, NUR 514, and NUR 521.

Students must earn a "C" or higher in Category II courses: NUR 510, NUR 515, NUR 531, NUR 632, NUR 640, and NUR 710. 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 two 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 a student is dismissed due to academic issues. If a student has completed the first 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. Students readmitted must meet the curriculum requirements at the time of readmission. 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, Education or Clinical Nurse Leader tracks in the Master of Science in Nursing program, the student must:

1. Submit health records as requested if the organization selected for a practicum experience requires health information
2. Adhere to the Statement of Professionalism as specified in the MSN Student Handbook.
3. Possess a current unrestricted RN license in your state of practice as an 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”.

### **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 one semester if full time or six 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.

### **Academic Grade Appeal**

A student who wishes to file a grade appeal must follow the academic grade appeal process as stated in the current *Mount St. Joseph University Graduate Catalog*.

### **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 Mount St. Joseph University 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 catalog. If the student's leave of absence is greater than one year, the student will need approval by the MSN/DNP Program Director for re-admittance. Students who do not register within two years will need to reapply to Mount St. Joseph University.

Students who wish to drop all courses for the semester should follow the Course Withdrawal Policy stated in the current *Mount St. Joseph University 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 matriculation into the program
- Earned a minimum of 75% of credits at Mount St. Joseph University
- Completed and presented an Integrative Project
- Completed a graduation application which demonstrates completion of MSN coursework.

## DNP Academic Standards

### Progression Policy

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

1. Submit health records as requested if the organization selected for a practicum experience requires health information
2. Adhere to the Statement of Professionalism as specified in the *DNP Student Handbook*.
3. Maintain a current unrestricted RN license in your state of practice as an RN and in the state of capstone/practicum experiences if required.
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 six semester hours to be removed from academic probation.

### Academic Probation

A student is placed on academic probation if the cumulative GPA falls below 3.0/4.0 scale. Once on probation a student will have up to six semester hours to achieve a GPA of at least 3.0 to be removed from probation. A graduate student on academic probation will be returned to good standing when at least a 3.0 cumulative GPA is achieved if completed within the six semester hours. A student who fails to achieve the 3.0/4.0 scale after completing the six semester hours will be dismissed from the program.

A student cannot be placed on probationary status more than once. If a student successfully removes him/herself from probation and subsequently has a cumulative GPA that falls below 3.0/4.0 scale, the student will be dismissed from the program.

### **Academic Grade Appeal**

A student who wishes to file a grade appeal must follow the academic grade appeal process as stated in the current *Mount St. Joseph University Graduate Catalog*.

### **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 *DNP Student handbook*.

### **Leave of Absence**

Students should complete a Leave of Absence form for any term in which they do not intend to enroll, but with the intent to return to Mount St. Joseph University 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 one year, the student will automatically be readmitted to the DNP program under the current catalog. If the student’s leave of absence is greater than one year, the student will need approval by the MSN/DNP Program Director for re-admittance. Students who do not register for two or more years will need to reapply to Mount St. Joseph University.

Students who wish to drop all courses for the semester should follow the Course Withdrawal Policy stated in the current *Mount St. Joseph University 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 matriculation into the program
- Earned a minimum of 75% of credits at Mount St. Joseph University
- Completed and presented a Capstone Project
- Completed 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 Mount St. Joseph University.
- Completed a graduation application which demonstrates completion of DNP coursework.

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

### **Program Requirements**

Hours: 64

**NUR 500** Health Assessment (3)

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

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

**NUR 501A** Nursing Skills Lab (0)

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



- NUR 503** Evidence-based Population Focused Primary Health Care (3)  
**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 Health Care 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 521** Pharmacology and Medication Administration (5)  
**NUR 521A** Pharmacology and Medication Administration LAB (0)  
**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)  
**NUR 710** Exploring Leadership in Nursing (3)

NUR 640 & NUR 710 will transfer into the MSN administration, education, and clinical nurse leader tracks at Mount St. Joseph University if students achieve a grade of “B” or higher and enroll in the program within five years of taking the courses.

### 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 prerequisite 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, Mount St. Joseph University, 5701 Delhi Road, Cincinnati, Ohio 45233.
2. A cumulative GPA of 3.0/4.0 or higher, computed on the undergraduate degree courses or a cumulative GPA of 3.0/4.0 or higher on the additional prerequisite courses taken beyond the undergraduate degree - the GRE is not accepted.
3. A minimum overall GPA of 3.0/4.0 scale or a 3.0/4.0 GPA in the nine prerequisite courses (no prerequisite course can be below a C and the student may take a prerequisite course no more than two times).
  - Chemistry (inorganic/organic/or biochemistry) with lab
  - One year of Human Anatomy and Physiology with lab
  - Microbiology with lab
  - Pathophysiology
  - Introduction to Psychology
  - Introduction to Sociology
  - Introduction to Statistics
  - Lifespan Development (infant/child, adolescent, adult)
  - Nutrition
4. Proficiency tests are available for some of the prerequisite courses.

5. Complete a satisfactory background check.
6. Meet all clinical health requirements.
7. Complete a Technical Standards Form
8. Complete CPR training (adult, child, infant with AED) through the American Heart Association or American Red Cross
9. Applicants whose native language is other than English must demonstrate an established level of English proficiency by taking the internet based TOEFL (iBT) and have a minimum cumulative score of 90 with minimum individual scores of 26 in speaking, 22 in listening, 20 in writing, 22 in reading. Only official scores will be accepted and the testing must be within two years of application to the program.

### **Program Outcomes**

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.

## **Requirements for the Master of Science in Nursing**

### **Program Requirements**

Hours: 36-39

### **Education Track**

**(39 Hours)**

- NUR 700 Advanced Pathopharmacology (3)
- NUR 701 Advanced Health Assessment (3)
- NUR 702 Clinical Specialty Practicum (3)
- NUR 710 Exploring Leadership in Nursing (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 Health Care Through Technology (3)

### **Administration Track**

**(36 Hours)**

- NUR 710 Exploring Leadership in Nursing (3)  
 NUR 730 Human Resource Management 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 735 Nursing Administration Practicum II (3)  
 NUR 741 Integrative Project in Nursing Administration (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 Health Care Through Technology (3)

### **Clinical Nurse Leader Track**

**(36 Hours)**

**\*\*Students will also take the CNL certification exam as part of the CNL track.**

- NUR 701 Advanced Health Assessment (3)  
 NUR 704 Clinical Nurse Leader Roles and Ethical Considerations (3)  
 NUR 705 Advanced Pathophysiology (3)  
 NUR 706 Advanced Pharmacology (3)  
 NUR 707 Managing and Advocating for Vulnerable Patients (3)  
 NUR 708 Clinical Nurse Leader Immersion (6)  
 NUR 710 Exploring Leadership in Nursing (3)  
 NUR 802 Evidence Based Practice (3)  
 NUR 804 Global Health Care Policy (3)  
 NUR 805 Transforming Health Care Through Technology (3)  
 NUR 812 Epidemiology and Population Health (3)

### **RN to MSN Bridge Courses - 19 hours\***

**\*These are undergraduate level courses and will appear on the student's undergraduate record**

#### *Communication - 3 hours*

- JCG 255 Christian Social Justice (3) JCG  
 MTH 174 Statistics I (3) MA/CMA  
 NUR 207 Population-Focused Primary Health Care Nursing (4)  
 NUR 431 Foundations of Nursing Research and Evidence-Based Practice (3)  
 REL 314 Spirituality of Leadership (3) R/CR

### **Admission Requirements**

To be admitted to the Administration, Education, and Clinical Nurse Leader tracks in the Master of Science

in Nursing program, applicants must meet the following criteria and complete the application process:

A Bachelor of Science in Nursing degree from a CCNE or ACEN accredited college or university that holds regional accreditation

***The RN applicant with a bachelor's degree in a field other than nursing must meet the following content requirements in addition to general admission requirements for the MSN program:***

- *Research-3 credit hour undergraduate course*
- *Nursing in the Community-3 credit hour undergraduate course*
- *Leadership-3 credit hour undergraduate course*

***The RN applicant with an Associate Degree in Nursing or Diploma in Nursing must complete the RN to MSN bridge courses (19 credit hours) with a GPA of 3.0 or higher and the following:***

- A Diploma or Associate Degree in Nursing from an ACEN accredited college or university that holds regional accreditation
- A minimum overall GPA of 3.0/4.0 scale in previous nursing program and college coursework
- One year of clinical nursing experience (recommended)

***General admission requirements for all MSN programs:***

- A minimum overall undergraduate GPA of 3.0/4.0 scale or a 3.0/4.0 scale from the final 45 hours of undergraduate coursework.
- A minimum graduate GPA of 3.00 in the generalist masters degree or acceptable GRE score
- "C" or higher in undergraduate OR graduate statistics, microbiology and anatomy & physiology courses
- One year of clinical nursing experience to matriculate
- Active RN license with no restrictions
- Acceptable criminal background check (prior to matriculation).
- TOEFL score per the University (as needed)

The following must be submitted as part of the application process:

- A completed graduate application and application fee submitted to Graduate Admissions<sup>1</sup>.
- A one-to-two page typewritten essay with reasons for seeking the Master of Science in Nursing Degree along with a statement of your professional goals.
- Professional resume.
- Names and contact information for two professional references.
- Successful interview with the MSN/DNP Program Director or designee.<sup>2</sup>

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<sup>1</sup>www.msj.edu

<sup>2</sup>When all materials are submitted and reviewed, the program director or designee will contact you to arrange a time for an interview.

## Program Outcomes

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.

# Requirements for the Doctor of Nursing Practice

## Program Requirements

Hours: 36-39

- 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 (3)
- NUR 804 Global Health Care Policy (3)
- NUR 805 Transforming Health Care Through Technology (3)
- NUR 812 Epidemiology and Population Health (3)
- NUR 821 Strategic Management and Financial Controls of Health Care Organizations (3)
- NUR 823 Nursing Practicum I (3-5)
- NUR 824 Nursing Practicum II (3-4)
- NUR 832 Doctor of Nursing Practice Capstone (6)

## Admission Requirements

To be admitted to the DNP program, applicants must meet the following criteria and complete the application process:

- A Master of Science in Nursing degree from a CCNE or ACEN accredited college or university that holds regional accreditation.
- A minimum overall graduate GPA of 3.0 on a 4.0 scale.
- "C" or higher in an undergraduate or graduate statistics course.
- Two years of clinical nursing experience to matriculate.
- Active RN license with no restrictions<sup>3</sup>
- Official documentation of practicum hours from master's degree granting institution

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<sup>3</sup>Practicum & Capstone projects may depend on state of licensure

- Acceptable criminal background check (prior to matriculation).
- TOEFL score per the University (as needed).

The following must be submitted as part of the application process:

- A completed graduate application and application fee through Graduate Admission at [www.msj.edu](http://www.msj.edu).
- A one-to-two page typewritten essay with reasons for seeking the Doctor of Nursing Practice Degree along with a statement of your professional goals.
- Professional resume.
- Names and contact information for two professional references.
- Successful interview with the MSN/DNP Program Director or designee.<sup>4</sup>

### **Program Outcomes**

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 interprofessional collaboration for the advancement of individual and population health outcomes.
6. Incorporate ethical beliefs and values to provide a framework for advanced nursing practice.

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<sup>4</sup>When all materials are submitted and reviewed, the program director or designee will contact you to arrange a time for an interview.

# Organizational Leadership

*Jamal Rashed, Ph.D., Dean of Business*

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 business, the humanities, religious and pastoral studies, behavioral sciences, economics and management.

## Requirements of the MSOL Program

### Program Requirements

The Master of Science in Organizational Leadership program requires successful completion of 36 hours - 12 three-hour courses.

Hours: 36

### Major Courses

**BUS 600** Finance and Accounting for Leaders (3)  
**ECO 600** Global Economic Issues (3)  
**LGS 625** Legal Issues in Organizations (3)  
**MGT 610** People in Organizations (3)  
**MGT 640** The Changing Workplace (3)  
**MGT 620** Managing Information, Technology and Projects (3)  
**MGT 680** Organizational Research and Change (3)  
**MGT 690** Organizational Research and Change II (3)  
**MOL 600** Exploring Leadership (3)  
**PSY 635** Social Influence (3)  
**RPS 514** Spirituality of Leadership (3)  
**PHI 660** Ethical Issues in Organizations (3)

### 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.
- a completed graduate application form.
- a current resume describing your work history.
- Two letters of reference from employers and/or teachers who can speak to your character as well as to your abilities. References can be submitted through e-mail by the writer to the assistant director of graduate admission
- Official transcripts with a baccalaureate degree noted, sent directly from the undergraduate institution(s) attended directly to Mount St. Joseph University, 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). All students will begin in the Fall term. Two courses are offered per semester (Fall, Spring, Summer) so that the degree can be completed in two years. Students can elect to take courses at a slower pace, however students must be aware that some courses may not be offered in the desired semester, should they proceed at a different pace than the cohort. Applications must be completed at least one month before the fall term begins in order to enroll for that term, if space is available.

### **Program Outcomes**

- evaluate organizational issues from a business perspective to include financial, accounting, economic, legal, and ethical frameworks.
- apply leadership theories, concepts, and practices to lead and influence others effectively, ethically, and in a socially responsible manner across a variety of situations to include teams, groups, organizations, and virtual environments.
- lead and manage change processes, projects, and new technologies to increase organizational performance and effectiveness to include problem identification and action research

## **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 36 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

Jamal Rashed, Ph.D., Dean, School of Business

The mission of the Master of Business Administration (MBA) program at Mount St. Joseph University is to prepare students with the technical knowledge, skills, and abilities to be business professionals who are ethical and socially responsible. The MBA degree is offered in two tracks.

The unique 4 + 1 track allows admitted students 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 years (12 credits) which count dually for baccalaureate and MBA requirements. These 12 graduate credit hours will be calculated in the student's undergraduate grade point average. The graduate courses and credit hours will be transferred to the graduate transcript when students become fully admitted to the MBA program. However, grades for these courses will not be calculated in the student's graduate grade point average. Students who have already completed a baccalaureate degree enter the program as a graduate student in the Saturday MBA track.

The Saturday MBA is a great program for working professionals who want to further develop the technical knowledge, skills, and abilities that differentiate the person with an MBA in the workforce. The program is paced for the working adult where students can conveniently earn an MBA degree in just over two years taking courses one at a time on Saturday mornings.

## Requirements of the Master of Business Administration (MBA) Degree

### Program Requirements

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

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

- 15 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
- MBA Integrative Project

Hours: 51

### Undergraduate Foundational Coursework (15 hours):

**ACC 213** Principles of Accounting I (3)

**FIN 300** Corporate Finance (3)

**MGT 300** Management/Org Behavior (3)

**or**

**MKT 300** Principles of Marketing (3)

**MTH 174** Statistics I (3) MA/CMA

or

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

**One of the Following:**

**ECO 201** Economic Issues (3) S

**ECO 211** Principles of Macroeconomics (3) S

**ECO 212** Principles of Microeconomics (3) S/CEP

**MBA PROGRAM COURSES (36 credits)**

**ACC 600** Managerial Accounting (3)

**ECO 600** Global Economic Issues (3)

**FIN 610** Managerial Finance (3)

**MGT 500** Corporate, Legal and Ethical Responsibility (3)

**MGT 510** Managing Innovation and Technology (3)

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

**MGT 602** Leadership in Organizations (3)

**MGT 603** Project and Operations Management (3)

**MGT 605** Leadership Seminar I (3)

**MGT 606** Leadership Seminar II (3)

**MGT 607** Strategic Management (3)

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

**\*Dual credit courses to be taken before full acceptance in the MBA program. Count for undergraduate and graduate programs.**

**MGT 500** Corporate, Legal and Ethical Responsibility (3)

**MGT 510** Managing Innovation and Technology (3)

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

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

**Admission Requirements**

Requirements for admission to the Saturday MBA track 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, Mount St. Joseph University, 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 or names and contact information for two references including phone and email address
5. Submission of a one-page, typed personal statement
6. Successful interview with the MBA program director or designee.

**Program Outcomes**

- Graduates will effectively communicate business ideas in writing and in speaking.

- Graduates are able to critically evaluate, analyze, and interpret information to solve problems and make business decisions.
- Graduates will make decisions informed by ethical and social responsibilities related to business practices.
- Graduates will recognize and appreciate diversity and will have gained a global perspective grounded in an understanding of the complexity of the social environments within which organizations operate.
- Graduates demonstrate knowledge of core business functions and use appropriate technology to obtain financial and business information.
- Graduates will demonstrate effective interpersonal, group, and team skills and lead effectively in team-based environments.

# Physical Therapy

*Darla Vale, PhD, RN, CCRN, Dean of Health Sciences*  
*Rosanne Thomas, Ph.D., PT, 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.

## Academic Standards

Students in the DPT Program must maintain a cumulative GPA of 3.0/4.0 as required by the University 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 their GPA. If the student fails to increase one's overall GPA to a 3.0, he/she will be dismissed from the program.

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.

### 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 one semester of 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.

### Criteria for Academic Dismissal

The student will be dismissed from the DPT 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 a DPT course.
- The student does not adhere to Professional Behaviors as outlined in the APTA Core Values.

### **Appeal Process/ Application for Re-enrollment:**

If a student has been dismissed from the program due to a failing course grade, GPA below a 3.0, or unacceptable professional behavior, he/she may petition the faculty for re-enrollment one time. The steps of the appeal are as follows:

1. After receiving notification of dismissal from the Provost, or designee, the student is required to schedule a meeting with his/her academic advisor to discuss whether or not he/she intends to petition for re-enrollment. If the student intends to petition for re-enrollment, the advisor will review the criteria and requirements with the student as outlined below.
  - Write a formal letter to the faculty requesting re-enrollment discussing the reasons or circumstances that led to dismissal, as well as the steps that the student plans to take to improve his/her performance should he/she be re-enrolled.
  - DPT faculty members will be given a copy of the student's letter and will meet confidentially to discuss whether the student will be re-enrolled.
2. Re-enrollment Policies
  - If a DPT student is re-enrolled after receiving a failing grade, the student will re-take the course the next time it is offered and must develop a remediation contract with his/her advisor and course instructor to ensure academic success. The student may not be allowed to continue with his/her original cohort.
  - If a DPT student is re-enrolled as a result of a GPA lower than 3.0, the student will have one additional semester to improve his/her overall GPA to a 3.0/4.0. The student must develop an action plan with his/her advisor outlining the steps that will be taken to ensure academic success.
  - If a DPT student is re-enrolled as a result of deficient CORE VALUES, the student must develop an action plan to improve his/her professional behaviors to an appropriate level which may include meeting with counselors in Student Health Services.
3. Once a decision is made, the student's academic advisor and/or the DPT Chairperson will inform the student in person and with an official letter from the Department Chairperson via email of the faculty decision. If the appeal process/application for re-enrollment is unsuccessful, the student may appeal the decision using the process in the University catalog for program dismissal.

### **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 Mount St. Joseph University 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 117 credits identified in the curriculum plan, four clinical internships, and demonstrate appropriate professional behaviors.

# Requirements for DPT Program

## Program Requirements

Hours: 117

### YEAR ONE

**BIO 526** Human Gross Anatomy with LAB (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** Clinical Exercise Physiology (LAB) (0)  
**PT 608** Biomechanics/Kinesiology with LAB (4)  
**PT 608A** Biomechanics/Kinesiology (LAB) (0)  
**PT 610** Basic Patient Care Skills with LAB (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 with LAB (3)  
**PT 612A** Basic Examination & Evaluation (LAB) (0)  
**PT 615** Therapeutic Exercise with LAB (3)  
**PT 615A** Therapeutic Exercise (LAB) (0)  
**PT 624** Neuroscience with LAB (3)  
**PT 624A** Neuroscience (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 PT (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 Management: Acute Care and Cardiopulmonary (LAB) (0)  
**PT 720** Patient Management: Applied Orthopedics I with LAB (6)  
**PT 720A** Patient Management: Applied Orthopedics I (LAB) (0)  
**PT 721** Patient Management: Applied Orthopedics II with LAB (5)  
**PT 721A** Patient Management: Applied Orthopedics II (LAB) (0)  
**PT 722** Patient Mgmt: Neurological Rehabilitation I with LAB (2)  
**PT 722A** Patient Mgmt: Neurological Rehabilitation I (LAB) (0)  
**PT 725** Patient Mgmt: Neurological Rehabilitation II with LAB (4)  
**PT 725A** Patient Mgmt: Neurological Rehabilitation II (LAB) (0)  
**PT 745** Patient Management: Special Topics with LAB (3)  
**PT 745A** Patient Management: Special Topics (LAB) (0)  
**PT 746** Patient Management: Lifespan I- Pediatric Conditions (3)  
**PT 747** Patient Management: Lifespan II- Geriatric Conditions with LAB (4)  
**PT 747A** Patient Management: Lifespan II - Geriatric Conditions (LAB) (0)  
**PT 754** Professional Issues in PT II (1)  
**PT 762** Research in PT I (3)

**PT 770** Administration, Consultation & Management (3)

**YEAR THREE**

**PT 753** Health Care Policy (3)

**PT 855** Professional Issues In PT III (1)

**PT 857** Professional Issues in PT IV (1)

**PT 863** Research in PT 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 Mount St. Joseph University 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 the DPT Admission Requirements<sup>5</sup> web page for more information.

**General Admission Criteria**

- Completion of the PTCAS application including ALL verifications, transcripts, etc. by the application deadline as posted on PTCAS
- GRE scores within 5 years of application deadline
- Course work completed within last 10 years
- Conferment of a bachelor's degree prior to program start
- Overall GPA > 3.0/ 4.0
- No prerequisite with a grade < C (includes C-, C, C+)
- Science prerequisite GPA > 3.0
- At least 2/3rds of prerequisite science course work completed prior to application deadline (All prerequisite coursework must be completed prior to matriculation date)
- Participate in the interview process, if invited

**Mount Student Admission Criteria**

Students who attend Mount St. Joseph University for their undergraduate education and meet all admission requirements will be eligible for admission into the DPT program after completing their undergraduate degree based on the following criteria:

- Must have completed 90 or more credit hours at the Mount

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<sup>5</sup><http://www.msj.edu/academics/graduate-programs/doctor-of-physical-therapy1/admission-requirements/>



- Mount course work completed within 2 years of application deadline
- Conferment of a bachelor's degree prior to program start
- GRE scores (within 5 years of application deadline)
- Overall GPA > 3.0/ 4.0
- No prerequisite with a grade < C (includes C-, C, C+)
- Science prerequisite GPA > 3.0
- At least 2/3rds of prerequisite science course work completed prior to application deadline (All prerequisite coursework must be completed prior to matriculation date)
- Completion of the PTCAS application including ALL verifications, transcripts, etc. by the application deadline as posted on PTCAS
- Participate in the interview process

### Mount Student Admission Process

- Applicants who fulfill the above criteria as Mount students will *automatically* receive an invitation to participate in the interview process
- Mount interviews will be conducted with the early admission general applicants
- Mount applicant acceptance into the DPT program will occur prior to General admission acceptance
- Up to 12 Mount students may be accepted through this admission process, (approximately one-third of an entering class). In the event that there are more than 12 qualified Mount applicants, applicants will be ranked with the top 12 offered program acceptance.
- Individuals not awarded Mount admission will be placed in the general admission pool and their applications ranked accordingly. Those who score above the cutoff for general admission will be invited to enroll at that time.

### Prerequisite Requirements

#### 1. Prerequisite Coursework:

**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

2. Completion of at least 80 hours of clinical observation supervised by a physical therapist. Hours must include a minimum of 20 hours in both inpatient and outpatient settings.

### **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 Mount St. Joseph University 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 commit to a place in the program, they will be required to verify they understand and meet these standards or that they believe that, with reasonable accommodations, they can meet them. Students who need accommodation must meet with the Director of the Learning Center and Disability Services.

### **Application Deadline**

The deadline for regular admission applications is November 1st, unless November 1st is a Saturday or Sunday, in which case the deadline will be the Monday following November 1st.

**ALL application materials must be completed 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 be submitted to PTCAS by the application deadline in order to be considered for an interview. The only exception to this is ongoing prerequisite course work 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 official transcripts by the application deadline.

### **General Admission Decision Timeline**

- November 1: PTCAS application must be completed by this date
- December: DPT admission committee sends letters to selected candidates via PTCAS for on-campus interviews
- January: Candidate interviews to be held at Mount St. Joseph University
- February: DPT admission committee sends letters of acceptance to selected candidates via PTCAS
- Late May/Early June: DPT coursework begins

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

If you need further information, contact the DPT program:

Email: [physical.therapy@msj.edu](mailto:physical.therapy@msj.edu)  
Phone: (513) 244-4890  
Toll free: 1 (800) 654-9314  
Fax: (513) 451-2547  
Attn: DPT program - Mount St. Joseph University  
5701 Delhi Road  
Cincinnati, Ohio 45233

### **Program Outcomes**

Upon completion of the Doctor of Physical Therapy program the graduate will demonstrate:

1. Professionalism consistent with the decision-making authority and responsibilities of autonomous practice.
2. The knowledge, skills, and attitudes necessary for successful patient/client management.
3. The knowledge, skills, and attitudes necessary for successful practice management.

## **Deferral of Enrollment or Leave of Absence**

In the event of an extraordinary life circumstance, a student selected for admission into 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 Provost, or designee. Notification of approval 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 Provost, or designee. Notification of approval 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 DPT graduate program. An exception may be made at the discretion of the Chairperson of Physical Therapy and the Provost, or designee.

# Religious Studies

*Michael Sontag, Ph.D., Dean of Arts & Humanities*

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

The graduate program in Spirituality and Wellness 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.

## 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 spirituality and wellness is earned through successful completion of 36 semester hours of graduate credit, and a comprehensive examination. The program is built upon four components:

1. Spirituality and Wellness 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

#### Spirituality and Wellness in Systems Core - 18 hours

**RPS 500** Coming to the Well, Theology of Ministry in a Changing World (3)

**RPS 506** Spirituality & Wellness (3)

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

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

**RPS 560** Pastoral Care & Counseling (3)

**REL 563** Life Through Death (3)

**Theology Core - 12 hours**

**Seminar in Scripture - Choose One (3)**

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

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

**Seminar in Systematics - Choose One (3)**

**REL 547** Seminar Systematic Theology I (3)

**REL 548** Seminar Systematic Theology II (3)

**Seminar in Spirituality - (3) Choose One**

**RPS 504** Personal Spirituality (3)

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

**Seminar in Ethics - Choose One (3)**

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

**RPS 547** Christian Social Justice (3)

**RPS 552** Theology of Healthcare Ethics (3)

**Pastoral Praxis Component - 3 hours**

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

**or choose one of the following:**

**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**

**Fall Semester**

**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.
- 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, Mount St. Joseph University, 5701 Delhi Rd, Cincinnati, Ohio 45233.
- Two letters of recommendation from professional colleagues.
- A short (3-page) essay explaining the purpose for application and vocational goals.
- An interview with the Graduate Admission Committee.

- A current resume describing your work history

### **Program Outcomes**

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.

## **Certificate in Pastoral Administration**

### **Program Requirements**

Hours: 18

#### **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** Finance and Accounting for Leaders (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** Coming to the Well, Theology of Ministry in a Changing World (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** Finance and Accounting for Leaders (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** Finance and Accounting for Leaders (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** Coming to the Well, Theology of Ministry in a Changing World (3)

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

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

**Leadership and Organizational Foundations - 9 hours**

**BUS 600** Finance and Accounting for Leaders (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)

View Certificate Program Institution Disclosures at

<http://www.msj.edu/audiences/certificate-program-institution-disclosures/>

## 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, Mount St. Joseph University, 5701 Delhi Rd, Cincinnati, Ohio 45233.
- Two letters of recommendation from professional colleagues.
- A short (3-page) essay explaining the purpose for application and goals in pastoral ministry.
- An interview with the Graduate Admission Committee.
- A current resume describing your work history

# Certificate in Spirituality and Wellness

## Program Requirements

Hours: 18

### Spirituality and Wellness in Systems Core - 18 hours

**RPS 500** Coming to the Well, Theology of Ministry in a Changing World (3)

**RPS 506** Spirituality & Wellness (3)

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

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

**RPS 560** Pastoral Care & Counseling (3)

**REL 563** Life Through Death (3)

The certificate curriculum is offered over a two year cycle.

View Certificate Program Institution Disclosures at  
<http://www.msj.edu/audiences/certificate-program-institution-disclosures/>

## 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, Mount St. Joseph University, 5701 Delhi Rd, Cincinnati, Ohio 45233.
- Two letters of recommendation from professional colleagues.



- A short (3-page) essay explaining the purpose for application and goals in pastoral ministry.
- An interview with the Graduate Admission Committee.
- A current resume describing your work history



# Academic Information

## Academic Calendar

### 2015-16 Academic Calendar

#### First Semester 2015 (S1 16)

August 24	Monday	Classes Begin (Day & Evening)
September 7	Monday	Labor Day - Holiday
October 9	Friday	Mid-Semester Holiday
November 25-29	Wednesday-Sunday	Thanksgiving Recess - University Closed
November 30	Monday	Classes Resume
December 7-10	Monday-Thursday	Semester Examinations
December 10	Thursday	Semester Ends
December 10	Thursday	December Graduation Ceremony (7:00 p.m.)

#### Second Semester 2016 (S2 16)

January 11	Monday	Classes Begin (Day & Evening)
January 18	Monday	Martin Luther King Holiday
February 19	Friday	Mid-Semester Holiday
March 7-12	Monday-Saturday	Spring Break
March 14	Monday	Classes Resume
March 25-28	Friday-Monday	Easter Break (Good Friday thru Easter Monday)
March 29	Tuesday	Classes Resume
May 2 - 5	Monday-Thursday	Semester Examinations
May 5	Thursday	Semester Ends
May 7	Saturday	Commencement

#### Summer Semester 2016 (S4 16)

May 16 – August 12	All Summer Session
May 16 – June 24	Summer Session I
July 5 – August 12	Summer Session II

# Course Descriptions

## **ACC 600 Managerial Accounting (3)**

*Prerequisite(s):* ACC 213

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 (1.5)**

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 Ceramics Workshop:The Narrative Box-Stories & Secrets Part II (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 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 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, blackout 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 ef-

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

The 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 with LAB (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 600 Finance and Accounting for Leaders (3)**

This course will prepare non-financial leaders to understand the financial implications behind organizational decisions. This will involve the presentation and interpretation of accounting information from the perspective of the user. This course will study basic financial statements as well as examine the cost components for manufacturing and non-manufacturing companies and their relevance in decision-making. This course will offer an overview on net present value and its importance in organizational decisions.

**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 600 Global Economic Issues (3)**

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

Global Economic issues is an international macroeconomics course that focuses on the interactions among credit markets, goods and services markets, and foreign exchange markets. This global framework is used to explain changes in a nation's economic health, its economic impacts on foreign countries, and the effects of government and central bank policies.

**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, in-

cluding 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 Behav Mgmt/Classroom Org (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 Technology in the Instructional Process (3)**

This is an introductory course on the use of technology in K-12 classrooms. Using a combination of lecture and hands-on instruction, it will address issues surrounding the use of instructional technology, including, but not limited to: instructional software; the Internet; PowerPoint and other presentations program; hypermedia; SmartBoards; and technology in the instructional process. One main emphasis of the course will be the development of technology-based projects to be used in the classroom. The course will also address assistive technology and the ethical and responsible use of technology in the classroom. The theoretical underpinnings of instructional technology will also be covered.

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

*Prerequisite(s):* Admission to the School

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.

### **EDU 558 Methods of Teaching Social Studies (3)**

*Prerequisite(s):* Admission to the School

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.

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

*Prerequisite(s):* Admission to the School

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.

**EDU 600 Integrative Project (1)**

*Prerequisite(s):* EDU 500

The development of the Integrative Project is the culmination of the School of Education's 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 Assisted Technology), to better meet the individual and diverse needs of children in inclusive settings. This course will also focus on managing change in the professional learning community.

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

*Prerequisite(s):* Admission to the Graduate Education Program or Permission of Dean

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

**EDU 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 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 principles 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 Mount St. Joseph University 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 Development Workshop (1-4)**

Independent study under the guidance of a School 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 School of Education faculty member required.

**FIN 610 Managerial Finance (3)**

*Prerequisite(s):* FIN 300

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 Assess/Diag of Young Child (3)**

Use of formal and informal assessment instruments and strategies to diagnose and assess young children's learning and development.

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

This course provides the preservice educator with the strategies and methods to promote learning experiences in which young children develop key concepts and knowledge in social studies and science through content reading. Content of the disciplines is addressed through critical reading of both literary and informational text. Meaningful activities to develop and enhance reading comprehension, as related to each discipline, will support the reading experiences by addressing and strategizing ways to help young students (prekindergarten - 3rd grade) solve concrete, real life problems in developmentally and culturally appropriate ways. The course will emphasize and enhance the instruction of thinking skills related to inquiry, reasoning, context, and problem solving.

**IEC 533 Inclusive Early Childhood Literacy Practicum (1)**

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

*Concurrent requisite(s):* RDG 538

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

*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 630 Promot Young Child Develop (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, RDG 505

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 521, 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 School of Education. 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 School of Education. 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 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 500 Corporate, Legal and Ethical Responsibility (3)**

This course includes an introduction to our legal and governmental regulatory system, as well as a review of constitutional considerations for businesses. Morality, Ethics and Legal rules are defined and distinguished to give the student a foundation upon which to analyze the multiple dimensions of common business problems. The relationship between the Law and Social Responsibility is examined. Specific business topics and their legal and ethical aspects are addressed. This includes, but is not limited to, discussion of the following areas: consumer relationships; business organizations; the balancing of corporate vs. individual power (employee rights and responsibilities, employment discrimination); and the emerging ethics in a global economy.

**MGT 510 Managing Innovation and Technology (3)**

Develops foundational understanding of the role of innovation and technology in business organizations from inception through execution. Includes frameworks for understanding creation, commercialization, and value from new products and services. Topics include internal and external processes for innovation, impact of new technology on organizational metrics, the role of technology in profit generation.

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

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 602 Leadership in Organizations (3)**

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 603 Project and Operations Management (3)**

*Prerequisite(s):* MTH 174 or MTH 176

Focuses on the basic concepts, issues, and techniques for efficient and effective operations. Special emphasis is placed on process improvement and project management. Topics include operations strategy, inventory management, process design and analysis, quality management, project management, and supply chain management.

**MGT 605 Leadership Seminar I (3)**

The leadership seminar provides a semester-long examination of a single cutting-edge management topic. Potential topics may include but not be limited to finance and international negotiations, international business, global commerce, entrepreneurship and supply chain management.

**MGT 606 Leadership Seminar II (3)**

The leadership seminar provides a semester-long examination of a single cutting-edge management topic. Potential topics may include but not be limited to finance and international negotiations, international business, global commerce, entrepreneurship and supply chain management.

**MGT 607 Strategic Management (3)**

Strategic management focuses on fundamentals of business strategy. Topics include development of strategy, strategic frameworks and methods, industry analyses, and competitor analyses. A major focus is methods of dealing with changes in the industry and general environment. A strategic analysis of a business or organization is the culminating experience of this course.

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

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

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

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)**

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.

**MGT 680 Organizational Research and Change (3)**

*Prerequisite(s):* 24 hours completed in the MSOL program

This course focuses on the knowledge and skills to improve organizational effectiveness by identifying, diagnosing, and formulating solutions to problems in the workplace. Topics include the research process, exploratory research, qualitative and quantitative methods, action research, and reporting of findings. Emphasis will be on the understanding necessary to lead planned change and renewal in organizations through application of collaborative, systematic skills and methods.

**MGT 690 Organizational Research and Change II (3)**

*Prerequisite(s):* MGT 680

This course builds on the foundation of MGT 680 and other MSOL courses. The student will identify an organizational problem or opportunity in an organization with which they are familiar and apply a research method to gather data to clarify the nature of the problem and then propose solution. This is the capstone course in the MSOL program.

**MKT 520 Marketing for 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).

**MKT 520S Serv Lrng:Marketing for Management (1)**

*Concurrent requisite(s):* MKT 520

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**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 675 Seminar in Org Leadership (3)**

A course which examines current topics in Organization Leadership. Students pursue topics or subjects of current interest that are not part of the regular curriculum.

**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 555 Methods for Math Educators (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 w Chron Ill (4)**

*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 Ill 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 (3)***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*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*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 505S Serv Lrng: Evidence-Based Primary Health Care - Nursing with Children and Families (1)***Concurrent requisite(s):* NUR 505

Service Learning is an opportunity to engage in service to others while making academic connections to course material. This one credit hour course requires 30 hours of meaningful community service. Students will serve a community partner accomplishing projects relevant to the academic course to which the Service

Learning credit is attached. Students will also be required to engage in different forms of reflection such as journaling, group guided reflection, and a one-on-one meeting with the course instructor. Students will develop a greater understanding of social problems, a sense of responsibility to our surrounding communities, and an increased awareness of their own faith and values.

**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 Health Care 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*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 521 Pharmacology and Medication Administration (5)***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 educa-

tion 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 Pharmacology and 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 Science in Nursing (MSN) faculty member to meet stated objectives. This course is designed to enrich the learning of the MSN student. Students develop a proposal with desired goals for the experience. Written permission of School Dean and MSN faculty member required.

**NUR 632 Evidence-Based Nursing Practice and Translational Science (3)**

*Prerequisite(s):* NUR 532

*Corequisite(s):* NUR 504, 505, 514

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):* NUR 710

*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 client database, incorporating a health history and an advanced health assessment for management of a client throughout the lifespan. This course builds upon prior knowledge and experience with anatomy and physiology, pathophysiology, and basic health assessment skills. Pathophysiological changes as well as psychosocial, ethnic, cultural, and developmental variations relevant to the client/family are also considered. Emphasis is placed on applying strategies for critical analysis and diagnostic reasoning.

**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 704 Clinical Nurse Leader Roles and Ethical Considerations (3)**

This course provides an overview of the clinical nurse leader (CNL) role, from its inception, to the current health care environment, and beyond. Students will evaluate roles and responsibilities of the CNL at the microsystem level of clinical practice, to optimize individual patient health outcomes. Concepts of intra- and interprofessional collaboration, social justice, ethical leadership, sound fiscal stewardship, and communication strategies, utilized by the CNL in improving patient outcomes, will be explored.

**NUR 705 Advanced Pathophysiology (3)**

This course examines physiologic and pathologic changes in body systems in response to disease states. Emphasis is placed on the interpretation of cellular 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. Concepts related to disease management are emphasized. Current research related to pathologic changes in disease and treatment is analyzed.

**NUR 706 Advanced Pharmacology (3)**

This course examines mechanisms of drug action, indications, therapeutic effects, adverse effects, and contraindications of major drug classes as well as nursing interventions. Pharmacotherapy in special populations and complex cases is emphasized. Strategies for single and multiple drugs treatments are evaluated and implemented. Issues in pharmacotherapy such as access, cost effectiveness, and safety are also examined. Evidence-based decision making in pharmacotherapy is emphasized. Ethical, legal, and regulatory concerns related to pharmacotherapy are discussed.

**NUR 707 Managing and Advocating for Vulnerable Patients (3)**

The focus of this course is on the nurse leading, designing, coordinating and managing care as part of an interprofessional team to improve patient outcomes. Skills and abilities needed to assume a horizontal leadership role at the microsystem level, such as communication, delegation, collaboration, negotiation, are reviewed and practiced. The principles and processes of case management are included as a tool for the nurse to coordinate patient-centered care, while considering quality, safety, cost containment, ethics, cultural sensitivity, technology, and available resources.

**NUR 708 Clinical Nurse Leader Immersion (6)**

*Prerequisite(s):* Taken in the last semester of the program after successful completion of 30 credit hours in

the CNL track

In this culminating course of the program students identify an evidence-based practice project related to the CNL role and improving patient outcomes on a clinical unit. Advanced clinical practice in the CNL role forms the basis of this immersion project. The project should represent an innovative response to a specific need in a patient population.

### **NUR 710 Exploring Leadership in Nursing (3)**

*Prerequisite(s):* Admission to MSN Program

In this course students explore a multitude of leadership concepts and theories in-depth. Students examine the role and responsibilities of the nurse leader working in interprofessional teams emphasizing the abilities and processes needed to create the future of nursing. The focus is on developing his or her personal style of leadership in the context of the challenges facing nursing in a changing health care environment.

### **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 Management 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)**

*Prerequisite(s):* NUR 734

In this course, the student will synthesize theory and knowledge from previous coursework in an organizational setting under the supervision of an experienced faculty member. Students apply 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 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 in 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)**

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)**

This course focuses on the application of statistical concepts in the analysis of research for evidence 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 evidence are emphasized. Tests used in meta-analysis are also discussed. Common statistical software are explored to enhance the appraisal of evidence.

### **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. Evidence-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 (3)**

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)**

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 Health Care Through Technology (3)**

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 811 Global Strategies for Serving Vulnerable Populations (3)**

This course provides an overview of global health through analysis and application of the epidemiologic concepts of populations at risk, history of diseases, levels of prevention, host-agent-environment relationships and epidemiological research. Students will examine evidence-based strategies to promote health in the most vulnerable populations. The leadership role of the nurse in clinical prevention, improving health status and eliminating health disparities of vulnerable populations is explored.

### **NUR 812 Epidemiology and Population Health (3)**

This course provides an overview of global health through analysis of biostatistical data and application of the epidemiologic concepts related to populations at risk. The history of diseases, levels of prevention, cultural and socioeconomic determinants of health, host-agent-environment relationships and epidemiological research are explored in terms of promoting global health. Students will examine evidence-based strategies to promote health in the most vulnerable populations. The leadership role of the nurse in clinical prevention, improvement of population health, and elimination of health disparities of vulnerable populations is emphasized.

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

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 Strategic Management and Financial Controls of Health Care Organizations (3)**

This course explores strategic management and financial controls of healthcare organizations. Various concepts of strategic management are examined. Concepts include formulation, implementation and strategy control of a strategic plan. Financial controls such as principles of finance and budgeting and trends in financial resource control in healthcare organizations are also explored.

**NUR 823 Nursing Practicum I (3-5)**

*Prerequisite(s):* NUR 800, NUR 801, NUR 802, NUR 803, NUR 804, NUR 805

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. Individual practicum agreements guide the student's experiences.

**NUR 824 Nursing Practicum II (3-4)**

*Prerequisite(s):* NUR 823

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 at a high level of complexity. The experiences provide the context in which the final DNP product is completed. Individual practicum agreements guide the student's experiences.

**NUR 832 Doctor of Nursing Practice Capstone (6)**

*Prerequisite(s):* NUR 824

This course focuses on the refinement, implementation, evaluation, and presentation of the scholarly DNP capstone project designed to improve practice of patient outcomes. Students work collaboratively with committee 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.

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

**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 Clinical Exercise Physiology (LAB) (0)**

*Concurrent requisite(s):* PT 605

Course description as stated on PT 605

**PT 608 Biomechanics/Kinesiology with 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 with LAB (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 with LAB (3)**

*Concurrent requisite(s):* PT 612A

This course introduces the student to the patient/client management concepts from The Guide to Physical Therapist Practice. Principles and application of systems review and basic examination techniques that are applicable to a variety of patient populations are learned. Emphasis is placed on differential diagnosis through

clinical decision-making by integrating basic sciences of anatomy, physiology, kinesiology, and pathology with analysis and synthesis of subjective and objective patient data. The students learn upper and lower quarter screening examination techniques for musculoskeletal dysfunctions. Students develop examination skills on various patient populations in the classroom and clinic.

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

*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 Neuroscience with LAB (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 Neuroscience (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 PT (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 Management: 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 Management: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 Management:Applied Orthopedics II (LAB) (0)***Concurrent requisite(s):* PT 721

Course description as stated in PT 721

**PT 722 Patient Mgmt:Neurological Rehabilitation I with LAB (2)***Concurrent requisite(s):* PT 722A

This course is the first of two courses that review the fundamentals of neuroscience as relates 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 as relates to simple neurological diagnoses.

**PT 722A Patient Mgmt:Neurological Rehabilitation I (LAB) (0)***Concurrent requisite(s):* PT 722

Course description as stated in PT 722

**PT 725 Patient Mgmt:Neurological Rehabilitation II with LAB (4)***Concurrent requisite(s):* PT 725A

This course is the second of two courses that reviews the fundamentals of neuroscience as relates 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 as relates to complex neurological diagnoses.

**PT 725A Patient Mgmt:Neurological Rehabilitation II (LAB) (0)***Concurrent requisite(s):* PT 725A

Course description as stated in PT 725

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

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:Special Topics (LAB) (0)**

*Concurrent requisite(s):* PT 745

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 746 Patient Management:Lifespan I- Pediatric Conditions (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 Management: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 PT 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 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 857 Professional Issues in PT IV (1)**

This course prepares students for their ensuing practice as entry-level professionals. Topics include the clinical education requirements for the final internships and provide a means for exploring interprofessional health care collaboration within in clinical education and the physical therapy profession. The students will utilize exposure to and experience with interprofessional health care practice to enhance professional growth and interprofessional collaboration.

**PT 863 Research in PT 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 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 super-

vised 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 will explore how to utilize new and outstanding texts in literature and informational text for children and adolescents in preschool through high school. The focus of the class will be on how to use robust texts to strengthen language development, enhance academic language, increase motivation to read, and to build knowledge. Topics include teaching complex texts; principles of selection and evaluation of texts; teaching academic language; and using non-fiction and fiction to purposefully build knowledge.

### **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.

### **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, RDG 591

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 or 530 or 617

This course will address the use of formal and informal assessment procedures used to design robust reading instruction/intervention for children in preschool through high school. This course is intended to serve as a specialized, advanced training in assessment, diagnosis and the remediation of reading problems.

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

*Prerequisite(s):* RDG 505

This course is designed to teach how to implement research-based instructional practices to build children's fluency and comprehension skills. Participants will learn the key research findings for teaching fluency, vocabulary, and comprehension; understand how to evaluate and improve current instructional practices; and learn specific research based instructional strategies and interventions to develop fluency, vocabulary,



and comprehension skills.

**RDG 542 The Integration of Reading Comprehension and Writing Instruction (3)**

This course will explore how students learn to read and write and why some students fail to do these essential tasks effectively. Research-based instructional strategies will be illustrated, discussed, and practiced

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

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

This course requires the student to implement a research based intervention program to an individual student and/or small groups of students who are struggling with reading skills. Emphasis is placed on the instructional strategies appropriate for use in effective intervention design and implementation. This practicum course includes three components: 1) learning the Orton-Gillingham method of reading intervention, 2) teaching hours and 3) supervision.

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

*Prerequisite(s):* RDG 540

This practicum course is a sequel to RDG 540. In this course students will deepen our understanding and knowledge base of reading research in the areas of fluency, vocabulary and comprehension skill development. Students will engage in readings and practicum work aimed at This practicum course is a sequel to RDG 540. In this course students will deepen our understanding and knowledge base of reading research in the areas of fluency, vocabulary and comprehension skill development. Students will engage in readings and practicum work aimed at designing classroom instruction and interventions to increase struggling reader's skills in these areas. Instructional techniques will be implemented and discussed in class.

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

*Prerequisite(s):* RDG 591

*Corequisite(s):* RDG 532, RDG 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 539 Seminar in Spirituality: Critical Issues in Human Sexuality (3)**

*New Course*

This upper-level seminar in spirituality explores complex and critical issues of human sexuality. Students will reflect theologically on topics of sexuality, and identify resources to develop a spirituality oriented towards human flourishing. Instructor's permission required for non-majors.

**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 545 Women in Christianity (3)**

This course will consider all of the dimensions and dynamics of the spiritually-potent women who have imagined and enfolded the mission of Jesus. Using short readings, input, and reflective dialogue we will consider ideas shaped by the religious experience of women throughout Christian history. Theological themes to be explored will include God, Trinity, Redemption, Reconciliation, Sacrament and Discipleship.

**REL 547 Seminar Systematic Theology I (3)**

This seminar-style course investigates key areas in systematic Christian theology in their historical and contemporary development, including Christology, doctrine of God, pneumatology, ecclesiology, soteriology, theological anthropology, liturgy and sacraments, and revelation, doctrine, and creed. Particular attention is given to theological hermeneutics, analysis, and reflection.

**REL 548 Seminar Systematic Theology II (3)**

This seminar-style course investigates key areas in systematic Christian theology in their historical and contemporary development, including Christology, doctrine of God, pneumatology, ecclesiology, soteriology, theological anthropology, liturgy and sacraments, and revelation, doctrine, and creed. Particular attention is given to theological hermeneutics, analysis, and reflection.

**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 Coming to the Well, Theology of Ministry in a Changing World (3)**

Jesus encountered the woman at the well under the sun's intense light. What was revealed was a new paradigm of service, relationality, and compassion. As disciple, the woman was drawn by the Spirit's coaxing into new horizons of care for her community. Like the woman of the gospel, we will use theological reflection informed by contemporary pastoral theology to explore the dynamic and transformative intersection of God, ministry and minister. Theological themes of healing, suffering, forgiveness, growth, hope, and wellness will be covered. Flowing from a specific case study or ministry context, students will craft a comprehensive theology of ministry.

**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 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 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 546 Exploring the Sacred (3)**

This course seeks to explore the ways in which we may encounter the sacred in our lived experience, rather than in formal creeds or religious institutions. Students will examine the spiritual/sacred dimensions of their world by looking through a variety of different lenses, and using the tools of several different disciplines to bring those experiences into focus. Students can expect to develop a clearer understanding of the experience of the sacred, by exploring their own stories, and the stories of others as those are presented in both sacred and secular texts. The course will pay special attention to the significance that culture has in shaping and interpreting the experience of the sacred, and the variety of responses that may emerge out of this experience.

**RPS 547 Christian Social Justice (3)**

This course will acquaint students with both concrete efforts by Christians in support of social justice and with the Christian premises that underlie these efforts. Topics include economic justice, religious liberty and church-state relations, rights of women and minorities, war and peace, pro-life issues, and environmental ethics.

**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 566 A Land Where You Can Eat: Sustainable Foodways & Christian Spirituality (3)**

This course examines food production, distribution, and consumption using practical theological method. Students develop a spirituality of just food, paying special attention to social structures and individual choices that promote and/or inhibit sustainable foodways.

### **RPS 567 Healing and Loving Creation: An Ecological Spirituality for Our Time (3)**

Discipleship in our modern world increasingly necessitates an ecological commitment to embrace a green lifestyle. God's fidelity to "renew the face of Earth" as a planet of peace and compassion inspires new ways of thinking about and responding to the dignity of all creation. We will consider the contemplative encounter with God in nature that compels us to embrace our potential as co-creators, loving and healing Earth.

### **RPS 568 Bringing about a Sustainable Reign of God (3)**

This course explores why we are called to live more sustainably and gives practical ways to live that are more in keeping with Gospel teaching. We will look at the signs of times in which we are now living and apply Jesus' message of love and compassion towards all of God's creation. We will also look at ways in which we can spread this message to others.

### **RPS 569 Environmental Ethics: A Call to Conscience in a Time of Climate Change (3)**

In a time when the adverse effects of anthropogenic climate change are beginning to be felt, this course will examine how to respond to a call to conscience from a Catholic theological perspective. We will explore the principles of faith and reason and the resources of the Catholic tradition regarding stewardship, the common good, and the option for the poor and vulnerable as they relate to climate change. In analyzing contemporary environmental problems, we will engage in dialogue in order to seek personal and social courses of action to care for creation.

### **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.

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

*Prerequisite(s):* SED 515 and EDU 501 or Equivalent

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 examines the evaluation process from referral to placement in special education and the challenge for assessing students who come from culturally and/or linguistically diverse backgrounds. Emphases on formative and summative assessment measures are included. A clinical experience is required with this course.

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

*Prerequisite(s):* SED 521, SED 534

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 Curriculum & Methods 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):* Admission to TEAM MSE

This introductory field experience provides the intervention specialist teacher candidate with hands-on experience in designing, implementing and evaluating lessons designed to address the unique needs of students with disabilities in secondary environments.

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

*Prerequisite(s):* Admission to TEAM MSE, SED 533 I

This field experience provides the intervention specialist teacher candidate with hands-on experience in designing, implementing and evaluating lessons designed to address the unique needs of students with disabilities in middle environments.

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

*Prerequisite(s):* Admission to TEAM MSE and in the final semester of coursework leading to the Master's Degree

This advanced field experience provides the intervention specialist teacher candidate with hands-on experience in designing, implementing and evaluating lessons designed to address the unique needs of students with disabilities in early childhood grades K-3 environments.

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

*Prerequisite(s):* Admission to TEAM MSE and in the final semester of coursework leading to the Master's Degree

This advanced field experience provides the intervention specialist teacher candidate with hands-on experience in designing, implementing and evaluating lessons designed to address the unique needs of students with disabilities in online environments.

**SED 534 Methods/Materials for Pre-Kindergarten Special Needs (3)**

*Prerequisite(s):* 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 examines current and emerging philosophies and methods on teaching literacy to children who come from culturally and/or linguistically diverse backgrounds and who have been identified as having a disability.

**SED 611 Curriculum & Methods for Multicultural Special Education (3)**

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

This course examines curriculum options and evidence practices available for teaching students who comes from a culturally and/or linguistically diverse background and are in need of specialized instruction.

**SED 612 Culturally Appropriate Practices for Managing Classroom & Challenging Behaviors (3)**

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

This course examines the basic principles of human behavior; the application of those principles to teaching, positive behavior supports and the design of effective inclusive classrooms for students with disabilities who come from culturally and/or linguistically diverse backgrounds. Special emphasis is on the nature, assessment, planning and management of challenging behaviors for students with severe and multiple disabilities. A clinical experience is required with this course.

**SED 631 Collaborative Practices in Multicultural Special Education (3)**

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

This course examines effective communication and collaborative practices when working with colleagues, administrators, support personnel, community members, parents, and significant others who impact the lives of students with disabilities who come from culturally and/or linguistically diverse background. Special emphasis is on the teaming process necessary for the development of Individualized Education Program. A clinical experience is required with this course.

**SED 650 Integrative Project Multicultural Special Education (3)**

*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 Pre-Kindergarten Special Needs Practicum (1)**

*Prerequisite(s):* SED 521, 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 & Learning Process for Pre-Kindergarten Special Needs (3)**

*Prerequisite(s):* SED 521

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)**

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, School 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, School of Education)

Major in Education  
Multicultural special education, reading science.  
(Department of Graduate Education, School of Education)

## **Organizational Leadership**

Master of Science in Organizational Leadership  
(Department of Organizational Leadership, School of Business)

## **Nursing**

Doctor of Nursing Practice  
(Department of Nursing, School of Health Sciences)

Master of Science in Nursing  
(Department of Nursing, School of Health Sciences)

## **Physical Therapy**

Doctor of Physical Therapy  
(Department of Physical Therapy, School of Health Sciences)

## **Religious Studies**

Master of Arts in Religious Studies  
Concentration in spirituality and wellness  
(Department of Religious/Pastoral Studies, School of Arts & Humanities)

## **Accreditation**

Mount St. Joseph University 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 Council for the Accreditation of Educator Preparation, 2010 Massachusetts Avenue, N.W., Suite 500, Washington, DC 20036, (202) 223-0077.

Mount St. Joseph University 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.

Mount St. Joseph University 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 Mount St. Joseph University 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.

Mount St. Joseph University 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.

Mount St. Joseph University 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 marked the commencement of the post-BSN masters and post-MSN Doctor of Nursing Practice (DNP) programs in the Department of Nursing. Three tracks are offered in the MSN – Administration, Education and Clinical Nurse Leader. 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.

Mount St. Joseph University 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.

## Accreditation, Memberships & Assessment

### Accreditation or Approval

The University receives its regional accreditation from:



Alteration and/or unauthorized use prohibited.

([http://www.ncahlc.org/?option=com\\_directory&Action=ShowBasic&instid=1542](http://www.ncahlc.org/?option=com_directory&Action=ShowBasic&instid=1542))

The Higher Learning Commission  
230 South LaSalle Street, Suite 7-500  
Chicago, IL 60604  
800-621-7440

To learn more, contact Higher Learning Commission at <http://www.ncahlc.org/>.  
Copies of the University's accreditation can be obtained through the Office of the President.

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 for the Accreditation of Educator Preparation  
Council on Social Work Education  
National Association of Schools of Music  
Ohio Board of Nursing  
Ohio Board of Regents  
Ohio Department of Education

## 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 Ohio Transfer Council

## **Institutional Review Board**

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

## **Assessment**

On an annual basis, Mount St. Joseph University 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 University 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 University program requirements and residency requirements in order to receive a certificate, endorsement, or licensure from Mount St. Joseph University.

**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 online, 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

Mount St. Joseph University 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, online, 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.

**Blended** Blended courses integrate best practices of face-to-face and online course formats in a planned, pedagogically sound manner. Participation, course content, and student engagement will occur in the classroom and online. This course format is recommended for students who are independent learners and comfortable using online tools.

**Online** Online courses have no face-to-face component. Some courses may require proctored exams. This course format is recommended for students who are independent learners and comfortable using online tools.

## Graduate Courses for Undergraduates

Undergraduate seniors in their final semester of study at Mount St. Joseph University 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 University 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 user names and passwords 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 the course.

All prior financial obligations to the University 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, online 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 University from a graduate program may audit courses (except independent studies, online courses 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 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 course term is segmented into three withdrawal periods. Courses 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 courses dropped during the second withdrawal period. The "W" grade is not calculated in the student's grade point average. The course remains on the student's academic record.

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

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<b>First/Second Semesters and All Summer Sessions</b>	
Week 1-5	No record of dropped class
Week 6-10	Grade of "W" for dropped class
Week 11+	No drops accepted
<hr/>	
<b>4 Week Term</b>	
Week 1 meeting day	No record of dropped class if dropped before the meeting day of 1st week <i>("W" grade begins the meeting day in week 1)</i>
Weekend/Week 2-3	Grade of "W" for dropped class <i>(grade of "W" ends the meeting day of 3rd week)</i>
Weekend/Week 4	No drops accepted the day after the 3rd week meeting day
<hr/>	
<b>5 Week Term</b>	
Weekend/Week 1-2	No record of dropped class if dropped before the meeting day of 2nd week <i>("W" grade begins the meeting day in week 2)</i>
Weekend/Week 3-4	Grade of "W" for dropped class <i>(Grade of "W" ends the meeting day of the 4th week)</i>
Weekend/Week 5	No drops accepted the day after the 4th week meeting day
<hr/>	
<b>6 Week Term</b>	
Weekend/Week 1-2	No record of dropped class if dropped before meeting day of 2nd week <i>("W" grade begins the meeting day in week 2)</i>
Weekend/Week 3-4	Grade of "W" for dropped class <i>(Grade of "W" ends the meeting day of the 4th week)</i>
Weekend/Week 5-6	No drops accepted the day after the 4th week meeting day
<hr/>	
<b>7 Week Term</b>	
Weekend/Week 1-3	No record of dropped class if dropped before meeting day of 3rd week <i>("W" grade begins the meeting day in week 3)</i>
Weekend/Week 4-5	Grade of "W" for dropped class <i>(Grade of "W" ends the meeting day of the 5th week)</i>
Weekend/Week 6-7	No drops accepted the day after the 5th week meeting day
<hr/>	
<b>8 Week Term</b>	
Weekend/Week 1-3	No record of dropped class if dropped before meeting day of 3rd week <i>("W" grade begins meeting day in week 3)</i>
Weekend/Week 4-6	Grade of "W" for dropped class <i>(Grade of "W" ends the meeting day of 6th week)</i>
Weekend/Week 7-8	No drops accepted the day after the 6th week meeting day

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**10 Week Term**

Week 1-3	No record of dropped class if dropped before the meeting day of 3rd week ( <i>"W" grade begins the meeting day in week 3</i> )
Week 4-6	Grade of "W" for dropped class ( <i>Grade of "W" ends the meeting day of 6th week</i> )
Week 7-10	No drops accepted the day after the 6th week meeting day

**Online Eight Week Classes**

Weeks 1-3	No record of dropped class if dropped before the day in the 3rd week that corresponds to the start date day of the course as listed in the Course Schedule. ( <i>"W" grade begins the day after the day in week 3 that corresponds to the start date of the course as listed in the Course Schedule</i> )
Weeks 4-6	Grade of "W" for dropped class ( <i>Grade of "W" ends the day after the day in the 6th week that corresponds to the start date of the course as listed in the Course Schedule</i> )
Weeks 7-8	No drops accepted the day after the 6th week drop day

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 University 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 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 Mount St. Joseph University 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 Provost. The University'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 Mount St. Joseph University'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 Mount St. Joseph University'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, 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, Mount St. Joseph University, Northern Kentucky University, Thomas More College, Union Institute and University, University of Cincinnati, Wilmington College, and Xavier University.

## Veterans' Education

Mount St. Joseph University 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 University's certifying official each semester or term to verify eligibility. Requests for information should be referred to the University's V.A. certifying official in the Registrar's Office.

# 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 conference with the instructor has occurred or not, within 10-business days of the course grade being posted on the web, the student must notify the instructor and the School 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 conference with the Dean and the instructor.
2. The conference must take place within 10-business days of the request. The instructor will provide documentation to the Dean prior to the conference explaining the basis for the grade. If the instructor is a School Dean, a senior faculty member in the department, appointed by the Provost or an administrator designated by the Provost will serve in place of the Dean. The student may only be accompanied to this conference 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 School 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 conference.
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 Provost, or designee describing the basis for continuing the appeal process.

4. The Provost or designee 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 conferring as outlined in step 4, a final decision will be made by the Provost 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 Provost or designee.
7. Any exceptions to the timelines or other procedures in this policy must be approved by the Provost, or designee.
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 School Dean who will notify the Provost, or designee.

## 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 university 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 university 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 University;
- 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 University'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 Provost 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 School Dean, may recommend to the Provost, or designee one of the following: that the student may be dismissed from the program; that the student be suspended from the University; that the student be dismissed from the University. 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 Provost. 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 School Dean for a conference with the Dean and the instructor. The Dean will convene the conference with the instructor and the student and attempt to resolve the issues. If the instructor is a School Dean, a senior faculty member in the department, appointed by the Provost or an administrator designated by the Provost will serve in place of the Dean.
2. Should the resolution be unsatisfactory to the student or the instructor, either party may submit a letter to the Provost, or designee within 10 business days of the conference 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 Provost, or designee will collect relevant information and correspond with the instructor and student together or separately before making a final decision.
3. The final decision made by the Provost or designee 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 Provost, or designee.

## 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-business days from the date of dismissal. Appeals must be in writing and addressed to the Provost or designee. The student's academic as well as personal record while at Mount St. Joseph University will be reviewed to determine whether to grant reinstatement. Provost or designee 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 Provost or designee. The Provost or designee may approve an Emergency Medical Leave of Absence in order to maintain the student's academic standing with Mount St. Joseph University. A student who is awarded a medical leave remains an active student for a period of time deemed appropriate by the Provost or designee. Students are not able to register themselves for additional courses while they are on medical leave, and must petition to the Provost or designee to be reinstated when ready to return to classes.



## Disability policy

In compliance with Section 504 of the Rehabilitation Act of 1973, Mount St. Joseph University provides academic adjustments and auxiliary aids for students with physical or mental impairments that substantially limit or restrict one or more major life activities such as walking, seeing, hearing, or learning. Students with disabilities should contact the Director of Learning Center & Disability Services, to present documentation and develop individualized accommodation plans. Students who have already registered with MSJ Disability Services are encouraged to discuss their accommodations with their course faculty at the beginning of each semester. Additional information can be found at <http://www.msj.edu/academics/disability-services/>.

## Temporary Illness, Injury, Pregnancy or Related Condition Modification Policy

If a serious, but temporary, medical condition, or pregnancy (or related condition) results in a student anticipating missing more than one week of class (consecutive class sessions), the student may request temporary modifications of the requirements listed within the class syllabi during the period of illness, injury, pregnancy or related condition. This policy does not guarantee that modifications will be granted unless mandated by Title IX in the case of pregnancy or related conditions; granting of recommended modifications is the decision of the course instructor.

Students should begin the "Temporary Illness, Injury, Pregnancy or Related Condition Modification Policy" process as soon as possible after the onset of the serious illness, injury, pregnancy or related condition. The specific policy details can be located at : Temporary Illness, Injury, Pregnancy or Related Condition Modification Policy<sup>6</sup>

## 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 University 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 University.

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

<sup>6</sup>[https://mymount.msj.edu/ICS/Mount\\_Community/Mount\\_Groups/Learning\\_Center/Disability\\_Services.jnz](https://mymount.msj.edu/ICS/Mount_Community/Mount_Groups/Learning_Center/Disability_Services.jnz)

- records created by University 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 University 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, Provost, 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 university and wishes to inspect his/her records, please provide this information with your request and the University 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 University 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 University to amend a record should write the University 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 university decides not to amend the record as requested, the University 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 University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure of directory information without consent.

The University, in accordance with FERPA, may publicly release directory information without the written consent of the student. The University 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 University may disclose education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests and to organizations conducting certain studies for or on behalf of the university.

A school official is a person employed by the University 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 University has contracted as its agent to provide a service instead of utilizing University 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 University.

The University 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 University 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 University 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.

## Grades

### Graduate Grading System

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

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

See “Incomplete Grades” on page 126.

## 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

Coursework 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 University are obtained only upon written request from the student. An official transcript (one bearing the University seal and the authorized signature of the Registrar) is sent directly to a third party and/or institution specified by the student. An official transcript issued to the student is labeled "Student Copy." The university is not permitted by law to issue copies of documents from other institutions. Only official transcripts are released to a student or a third party. All financial obligations to the Mount must be resolved before release of a transcript will be permitted.

Transcripts can be ordered and sent electronically through ***Transcripts on Demand***. Complete information regarding a transcript request can be found at [www.msj.edu](http://www.msj.edu), Academics tab, Registrar link, Transcript request <http://www.msj.edu/academics/registrar/transcript-requests/>.

## 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 scheduled 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. "I" Grade Petitions are available in each academic department.

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 on the petition 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 3<sup>rd</sup> week of fall semester

### **Summer session "I" grades change to "F"**

- The last day of fall semester

# Graduation

## Degrees Awarded

The University 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 Mount St. Joseph University. 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 Provost.

## Degree Applications/Graduation Commencement Ceremonies

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.

Application deadline dates for graduate graduation candidates completing their degree requirements are within one month of the posted deadline dates of: December - April 15, May - September 15, and August - November 15 prior to the graduation session each year.

Graduation candidates will be eligible to participate in the ceremony corresponding to their application deadline and degree requirements completion (i.e., December graduation application participates in December

ceremony, May graduation application participates in May). An August candidate with 12 or fewer credit hours to complete their degree will be given a one time choice to participate in the May ceremony prior to the summer session in which they complete their requirements or the December ceremony after they have completed their requirements.

## 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. 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 canceled. If a student completes his/her degree requirements after being notified his/her application has been canceled, the student will be required to submit a *Petition to Review* 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 Mount St. Joseph University at the annual commencement ceremonies. The commencement ceremonies are held before final semester grades are submitted by instructors. Therefore, official diplomas for all graduates are mailed within four weeks after grades have been submitted, degree certifications are completed based on the final semester's grades and all financial obligations to the University have been met.

## Solomon Amendment

In compliance with the Solomon Amendment which became effective April 1, 1977, Mount St. Joseph University 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 University 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 University 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 Mount St. Joseph University, 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 University'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 Mount St. Joseph University, 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 Mount St. Joseph University, 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

Mount St. Joseph University (“the University”) 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, sexual orientation or other minority or protected status. This commitment extends to the University’s administration of its admission, financial aid, employment, and academic policies, as well as the University’s athletic programs and other university-administered programs, services, and activities.

The University 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 University 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.

## Formal Complaints

Students may register concerns in a variety of ways ranging from informal conversations, formal appeals, to feedback on evaluation surveys. If a student wants to register a formal complaint it must be submitted in writing or by email (the official communication medium at the Mount). Written/emailed formal complaints should describe the issue or concern and must include the student’s name, signature (electronic signature acceptable), and date. Formal complaints should be submitted to the Provost, the Associate Provost for Academic Support, the Dean of Students, or the President, who will determine if further action is necessary.

Before filing a general complaint through this process, students may wish to consider if alternate complaint or grievance procedures are more appropriate. These include, but may not be limited to, Academic Grade Appeal, Academic Dishonesty Appeal Process, Appeals/Petitions for Reinstatement, Disability Related Grievance Procedures, Informal Resolution and Formal Investigation and Resolution of concerns related to discrimination, harassment, sexual harassment, misconduct, and retaliation, and student disciplinary procedure appeal process. Information on these procedures can be found in the Student Handbook and/or the Graduate and Undergraduate Catalogs. Students may also contact Linda Panzeca, Chief Compliance & Risk Officer/Title IX Coordinator at [linda.panzeca@msj.edu](mailto:linda.panzeca@msj.edu) for additional information regarding complaint procedures.

# 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 University 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 University charges, all financial aid paperwork should be completed well before the beginning of the student's first semester/term at the University. 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 University

### Financing the University

Mount St. Joseph University 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 University 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 \$500,000 will provide a fully endowed scholarship while a gift of \$50,000 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 University. 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 University 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, Mount St. Joseph University, 5701 Delhi Road, Cincinnati, OH, 45233-1670.