



MOUNT ST. JOSEPH  
UNIVERSITY

## **2020-2021 Graduate Catalog**

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Mount St. Joseph University

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# About the Catalog

Released annually, the Graduate Catalog contains graduate degree and academic program requirements, academic policies and admission criteria, as well as a listing of all graduate courses and their descriptions.

Students are required to comply with the policies, degree and major requirements stated in the Catalog in effect for the first semester of enrollment following their acceptance. If a student is admitted and enrolled for the first time during a summer session, then he or she should follow the Catalog released for the next fall semester.

You can browse the web version of the graduate catalog at <https://registrar.msjs.edu/graduate-catalog> or view the contents in this PDF file. Please note that the PDF version of the most recent catalog is a snapshot and may not be as up-to-date as the web version.



# Graduate Programs

## Athletic Training

Robert Charles-Liscombe, EdD, ATC, Chair, Athletic Training

The mission of the athletic training program at Mount St. Joseph University is to educate compassionate and culturally competent athletic training professionals who are dedicated to providing high-quality, patient-centered care that optimizes health, wellness, and human performance.

Mount St. Joseph University Athletic Training program graduates will be recognized for their expert clinical skills, professionalism, commitment to life-long learning, and compassion for the well-being of patients and communities which they serve.

## Requirements of the Master of Athletic Training (MAT) Degree

### Admission Requirements

The Department of Athletic Training at Mount St. Joseph University participates in the Athletic Training Centralized Application Service, known as ATCAS. All applicants applying to the Master of Athletic Training Program must apply online using the ATCAS application. See the MAT Admission Requirements web page (<https://www.msj.edu/academics/graduate-programs/master-of-athletic-training/admission-requirements-mat-program/>) for more information.

The Mount St. Joseph University Athletic Training Education Program has a limited enrollment program that admits post-baccalaureate students (MAT program) and MSJ undergraduate Health and Wellness majors after completing 98 credit hours (BS/MAT program).

#### **MAT Admission criteria:**

- Conferment of a bachelor's degree from a regionally accredited college or university prior to program start or currently enrolled Health and Wellness major, junior status
- Overall and prerequisite GPA > 3.0/ 4.0
- No prerequisite with a grade < C (includes C-, C, C+)
- GRE scores (within 5 years of application deadline)

- Three letters of recommendation
- 80 hours of observation verified by an AT
- At least 2/3rds of prerequisite course work completed prior to application deadline (All prerequisite coursework must be completed prior to matriculation date.)
- Completion of the ATCAS application including ALL verifications, transcripts, etc. by the application deadline as posted on ATCAS
- 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.
- Participate in an interview process

Completion of the following prerequisite with a grade of C or better and a cumulative GPA of 3.0

**Natural Sciences & Mathematics (11 hours)\***

- Anatomy & Physiology with lab (8)
- Statistics (3)
- General Biology with lab (4)\*
- General Chemistry with lab (4)\*
- General Physics with lab (4)\*

\*Recommended until 2020; Required after July 1, 2020

**Behavioral Sciences (3 hours)**

- Psychology (3)\* or
- Sociology/Cultural Anthropology (3)

\*Recommended until 2020; Required after July 1, 2020

**Health and Exercise Sciences (6 Hours of lecture courses and at least 1 with lab)**

**Examples:**

- Exercise Physiology
- Biomechanics/Kinesiology
- Human Nutrition
- Personal/Community Health
- Health Promotion
- Motor Control
- Exercise Prescription



## Program Requirements

**Hours: 61**

### Category I Clinical Courses - 16 hours

ATR 541 Prevention and Acute Care Clinical I (1)  
 ATR 542 Pediatric and Adult Populations Clinical I (2)  
 ATR 543 Pediatric and Adult Populations Clinical II (2)  
 ATR 644 Primary Care and Rehabilitation Clinical I (1)  
 ATR 645 Primary Care and Rehabilitation Clinical II (1)  
 ATR 646 Prevention and Acute Care Clinical II (1)  
 ATR 647 Internship I (4)  
 ATR 648 Internship II (4)

### Category II Courses - 45 hours

ATR 511 Assessment and Management I: Prevention and Acute Care (4)  
 ATR 511A Assessment and Management I: Prevention and Acute Care (LAB) (0)  
 ATR 512 Assessment and Management II: Musculoskeletal Medicine (4)  
 ATR 512A Assessment and Management II: Musculoskeletal Medicine (LAB) (0)  
 ATR 521 Therapeutic Intervention I: Physical Agents and Exercise (4)  
 ATR 521A Therapeutic Intervention I: Physical Agents and Exercise (LAB) (0)  
 ATR 522 Therapeutic Intervention II: Athletic Performance and Conditioning (4)  
 ATR 522A Therapeutic Intervention II: Athletic Performance and Conditioning (LAB) (0)  
 ATR 530 Research Methods in Health Sciences (3)  
 ATR 551 Healthcare Policy and Administration (3)  
 ATR 613 Assessment and Management III: Medical Conditions and Mental Health (4)  
 ATR 613A Assessment and Management III: Medical Conditions and Mental Health (LAB) (0)  
 ATR 623 Therapeutic Interventions III: Biomechanical Analysis and Ergonomics (2)  
 ATR 631 EBP Project Development (1)  
 ATR 632 EBP Project Implementation (1)  
 ATR 653 Professional Issues in Athletic Training (2)  
 ATR 661 Advanced Practice in Athletic Training (2)  
 ATR 662 Athletic Training Capstone (3)  
 BIO 526 Human Gross Anatomy with LAB (8)  
 BIO 526A Human Gross Anatomy (LAB) (0)

## Program Outcomes

Students who successfully complete the athletic training program will be able to:

- effectively communicate and collaborate with patients, their families, and other healthcare professionals when providing patient care and advancing knowledge of the AT profession.
- apply contemporary principles of prevention, health promotion, diagnosis and therapeutic intervention to address patients' needs and the community
- utilize critical judgment, problem solving, clinical reasoning, and evidence in the delivery of patient/client care and enhancement of patient/client health and well-being.
- demonstrate the legal, ethical, and culturally competent behaviors of an athletic trainer while working in a collaborative healthcare team.

# MAT Academic Policies

## Academic Standards

After gaining admission to the AT program, degree candidates must meet specific educational requirements to progress and remain in good academic standing in the program, including:

1. Maintain a cumulative GPA of 3.0/4.0 as required by the University for all graduate programs.
2. Earn a grade of B or better in all Category I clinical courses.
3. Earn a grade of C or better in all Category II didactic courses.

## Academic Probation

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

- the student earns a "C" in Category I course.
- the student earns two or three "C"s in Category II courses.
- the student's cumulative GPA falls below 3.0/4.0.

## Program Dismissal

Students may be on academic probation for one semester for cumulative GPA. Students will be dismissed for any of the following:

- the student earns a second "C" in a Category I course
- the student earns a fourth "C" in a Category II course
- the student earns an "F" in any Category I or II course
- the cumulative GPA remains below a 3.0 for a second semester

Please see the Athletic Training Student Handbook for additional policies and procedures that apply to the MAT program.

# 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 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 two years taking courses one at a time on Saturday mornings.

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.

## MBA to MSOL Continuation Degree

With as little as one additional year of study, graduates of the Master of Business Administration (MBA) program from Mount St. Joseph University can earn a Master of Science in Organizational Leadership (MSOL) degree with as few as 6 additional courses. More courses may be required, depending on the courses taken in the MBA program. Graduate business courses that apply to the MSOL must have been taken no more than 6 years prior to starting the second degree and have a cumulative GPA of 3.5 or higher. All 6 additional courses in the MBA to MSOL program must be taken at Mount St. Joseph University.

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

### Admission to the MBA Program

Requirements for admission to the MBA program are as follows:

1. A degree from a regionally accredited college or university. Send an official transcript verifying the degree directly from the institution attended to the Office of Graduate Admission, 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. At least three years of significant workplace experience showing career growth, increasing responsibility and leadership potential (Saturday MBA track only)

4. Completion of the MBA Required Foundational Course form
5. Names and contact information for two references including phone and email address, or two letters of reference
6. Submission of a one-page, typed personal statement
7. Successful interview with the MBA program director or designee.

## Program Requirements

**Hours: 36, assuming all Foundation courses have been taken**

**(36 MBA program hours and 15 Foundational credit 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

### 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) CMA

One of the following:

ECO 201 Economic Issues (3)

ECO 211 Principles of Macroeconomics (3)

ECO 212 Principles of Microeconomics (3) CEP

### MBA Program Courses - 36 hours

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)

**Optional internship elective:**

BUS 605 Internship (1-3)

## 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.

## MBA Academic Policies

- MBA students must maintain a 3.0 GPA as described in the section on general academic policies for Mount graduate programs.
- A maximum of nine semester hours of graduate-level courses taken previously may transfer to the MBA program. The transferability of courses is determined by the program director.

## MBA to MSOL Continuation Degree Requirements

### Program Requirements

**MSOL courses required by MBA graduates:**

PHI 660 Ethical Issues in Organizations (3)  
MGT 610 People in Organizations (3)  
MGT 680 Organizational Research and Change (3)  
MGT 690 Organizational Research and Change II (3)  
PSY 635 Social Influence (3)  
RPS 514 Spirituality of Leadership (3)

**MBA courses that apply to the MSOL:**

ACC 600 Managerial Accounting (3)  
FIN 610 Managerial Finance (3)  
ECO 600 Global Economic Issues (3)  
MGT 500 Corporate, Legal and Ethical Responsibility (3)  
MGT 510 Managing Innovation and Technology (3)  
MGT 602 Leadership in Organizations (3)  
MGT 606 Leadership Seminar II (3)

# Education

Laura Saylor, PhD., Dean, School of 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\*

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

### Major in Education\*

- Reading Science
- Special Education

\*A Master of Arts (MA) degree in Teaching or Education is awarded when all the requirements for the degree have been fulfilled. Students pursuing a Dyslexia Certificate at the same time as the Master of Arts degree may have an additional semester of coursework to complete the certificate. In this instance, the MA degree is awarded prior to the awarding of the Dyslexia Certificate. The certificate will be awarded when all requirements have been fulfilled.

## 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.

**Gifted Intervention Specialist Endorsement (K-12)** - This endorsement is designed to prepare teachers to work with specific gifted and talented populations and to serve in district leadership around gifted and talented students.

**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 pre-K special needs students and meet a critical shortage in Ohio and the nation.

**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.



**Teacher Leader Endorsement** - This endorsement enables teachers to extend their professional opportunities in the field of education. It focuses on teacher leadership as a way to serve the school community in its efforts to improve outcomes for K-12 students.

## 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.

## Full Time Accelerated Master's Degree Program

The full time programs prepare adults to enter the teaching profession through an intense and accelerated learning format. The Mount's full time programs can help you reach your goal of becoming a teacher in approximately 15 months. The Mount offers two such accelerated programs for those interested in changing careers to become a teacher.

**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 fifth grade. Successful graduates earn the Master of Arts degree with a concentration in Early Childhood and Ohio licensure in Early Childhood Education.

**Special Education** - A 15 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 special education. The program has two tracks: a track for those seeking initial licensure as a K-12 intervention specialist and, a 2nd license track for licensed Ohio educators. Students may be employed while they earn their degree.

## Major in Education

Majors in Education are offered to practicing teachers who wish to enhance their skills in the classroom or advance within the ranks of the school to positions of leadership while obtaining a master of arts in education. The Mount offers two options for those seeking professional advancement: Special Education and Reading Science.

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

The Special Education 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.

### **Program Requirements**

**Hours: 31**

#### **Professional Core - 12 hours**

EDU 500 Statistics and Research (3)  
EDU 604 Integrative Research Project (3)  
SED 515 Human Exceptionalities Across the Lifespan (3)  
SED 521 Communication Develop & Theories for Environments (3)

#### **Concentration Courses - 19 hours**

RDG 505 Psychology of Reading (3)  
RDG 530 Phonics/Linguistics (3)  
RDG 538 Diagnosis & Remediation of Reading Problems (3)  
RDG 540 Fluency and Comprehension Development in Reading (3)  
SED 522 Formal & Informal Assessment for Special Education (3)  
SED 533 III Special Education Practicum Level III (1)  
SED 611 Curriculum & Methods for Special Education (3)

#### **Second Licensure Only - 22 hours**

RDG 505 Psychology of Reading (3)  
RDG 530 Phonics/Linguistics (3)  
SED 515 Human Exceptionalities Across the Lifespan (3)  
SED 521 Communication Develop & Theories for Environments (3)  
SED 522 Formal & Informal Assessment for Special Education (3)  
SED 533 III Special Education Practicum Level III (1)  
SED 611 Curriculum & Methods for Special Education (3)  
SED 631 Collaborative Practices in Special Education (3)

### **Program Outcomes**

The outcomes of the Special Education 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.

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

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.

### Program Requirements

**Hours: 34**

#### Professional Core - 15 Hours

EDU 500 Statistics and Research (3)  
 EDU 604 Integrative Research Project (3)  
 EDU 616 Cognition Across Cultures (3)  
 SED 515 Human Exceptionalities Across the Lifespan (3)  
 SED 521 Communication Develop & Theories for Environments (3)

#### Major Requirements - 19 hours

ECE 530 Integrating Science and Social Studies through Content Reading (3)  
 ECE 552 Math Curriculum and Methods for Early Childhood (3)  
 ECE 630 Promote Young Child Development (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 outcomes of the Special Education 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)

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 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.

## Program Requirements

**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 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

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 along with some teaching experience, and wish to specialize in the teaching of reading in grades pre-K through 12. A reading endorsement can be 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.

## Program Requirements

### Hours: 33

*Prospective candidates who wish to embed an Ohio Reading Endorsement within their 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).*

### Professional Core - 9 hours

EDU 500 Statistics and Research (3)  
 EDU 604 Integrative Research Project (3)  
 RDG 505 Psychology of Reading (3)

### Concentration Courses - 24 hours

RDG 504 Children's Literature (3)  
 RDG 530 Phonics/Linguistics (3)  
 RDG 532 Advanced Phonics and Linguistics (3)  
 RDG 538 Diagnosis & Remediation of Reading Problems (3)  
 RDG 540 Fluency and Comprehension Development in Reading (3)  
 RDG 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)

## 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

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.

### Program Requirements

**Hours: 18**

**Corequisite or Prerequisite:** Current Ohio Teacher License

### Courses Required - 18 hours

RDG 504 Children's Literature (3)

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)

### 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 532 Advanced Phonics and Linguistics (3)

RDG 538 Diagnosis & Remediation of Reading Problems (3)

RDG 540 Fluency and Comprehension Development in Reading (3)

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

RDG 591B Practicum in Evidence-Based Reading Instruction Continued Orton Gillingham Implementation (0)

RDG 594 Advanced Evidence Based Practicum for Dyslexia Certificate (3)

View Certificate Program Institution Disclosures at <https://www.msjs.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 or an equivalent state or national exam. 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.

## **Gifted Intervention Specialist (K-12) Endorsement**

The Gifted Intervention Specialist (K-12) endorsement program would be available to any students who already have an Ohio teaching license. The endorsement program is just fifteen credit hours and affords those who complete the Ohio Gifted Intervention Specialist (K-12) endorsement the ability to work with specific gifted and talented populations and to serve in district leadership around gifted and talented students. The program has been designed to be completely online and to be a real-time integration of students' learning and professional work as students will be able to apply course concepts as they work in their school settings. The endorsement program is situated in respect and concern for all and focuses on an understanding of the unique needs of our gifted and talented populations as a way to serve the school community as it works to provide improved outcomes for K-12 students.

### **Requirements**

#### **Gifted Intervention - 15 hours**

SED 680 Foundations and Research of Gifted Education (3)

SED 681 Underrepresented Populations of Gifted Students (3)

SED 682 Curriculum and Instruction of Gifted Students (3)

SED 683 Creativity and Critical Thinking in Gifted Education (3)

SED 684 Leadership and Coordination of Gifted Education Programs (3)

## **Teacher Leader Endorsement**

The teacher leader endorsement program would be available to any students who already have an Ohio teaching license. The endorsement program is just nine credit hours and affords those who complete the Ohio teacher leadership endorsement to extend their professional opportunities in the field of education

while remaining a classroom teacher. The program has been designed to be completely online and to be a real-time integration of students' learning and professional work as students will be able to apply course concepts as they work in their school settings. The endorsement program is rooted in respect and concern for all and focuses on teacher leadership as a way to serve the school community as it works to provide improved outcomes for K-12 students.

## Requirements

### Teacher Leader Courses - 9 hours

EDU 710 Developing a Deeper Understanding of Leadership and Systems Change (3)

EDU 720 Data Driven Decision Making and Evidence Based Practices (3)

EDU 730 Communication, Collaboration, and Coaching (3)

## 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:

- Early Childhood Education (grades pre-K through 5);
- 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;
- Middle Childhood Education (grades 4-9) with a focus in two areas choosing from math, science, social studies or language arts;
- Multi-age (grades K-12) in art or music; and
- Special Education with licensure as an Intervention specialist working with special needs children in grades K-12 (program available in both full time accelerated and part time flexible options).

## Early Childhood Education Licensure

The Teaching major with a concentration in Early Childhood Education is offered to the student who holds a bachelor's degree and is interested in working with young children (grades Prek-5) and with their families and community agencies. The early childhood professional can obtain licensure and/or a master's degree through the program. Graduates who earn this master's degree are prepared to teach young children in public or private schools as well as in other settings, such as educational assessment and tutoring clinics, residential facilities, camps, or community agencies. The program is available in both a full time accelerated format and part time format.



## **Program Requirements**

**Hours: 47**

### **Professional Core - 9 hours**

EDU 500 Statistics and Research (3)  
EDU 501 Educational Psychology (3)  
EDU 604 Integrative Research Project (3)

### **Concentration Courses - 38 hours**

ECE 510 Assess/Diag of Young Child (3)  
ECE 530 Integrating Science and Social Studies through Content Reading (3)  
ECE 552 Math Curriculum and Methods for Early Childhood (3)  
ECE 630 Promote Young Child Development (3)  
EDU 644 Graduate Student Teaching (6)  
RDG 515 Foundations of Effective Reading Instruction (3)  
RDG 530 Phonics/Linguistics (3)  
RDG 535 Assessment and Intervention of Reading (3)  
SED 515 Human Exceptionalities Across the Lifespan (3)  
SED 521 Communication Develop & Theories for Environments (3)  
SED 631 Collaborative Practices in Special Education (3)

### **Full time Students Only**

ECE 642 ECE Apprenticeship I (1)  
ECE 643 ECE Apprenticeship II (1)

### **Part time Students Only**

ECE 533 Early Childhood Literacy Practicum (1)  
ECE 534 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 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

## Middle Childhood Education Licensure

The Teaching major with a Concentration in Middle Childhood Education is offered to students who hold bachelor's 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 bachelor's degree or may be taken concurrently while participating in the graduate level licensure program. See undergraduate catalog for content course requirements.

### Program Requirements

**Hours: 53**

#### Professional Core - 9 hours

EDU 500 Statistics and Research (3)  
EDU 501 Educational Psychology (3)  
EDU 604 Integrative Research Project (3)

#### Concentration Courses - 44 hours

EDU 502 Measurement & Evaluation (3)  
EDU 504 Behav Mgmt/Classroom Org (3)  
EDU 517 Technology in the Instructional Process (3)  
EDU 644 Graduate Student Teaching (6)  
MCE 533 School Practicum: Education Content (2)  
MCE 540 Introduction to Middle Childhood Education (3)  
RDG 511 Content Area Reading (3)  
RDG 515 Foundations of Effective Reading Instruction (3)  
RDG 530 Phonics/Linguistics (3)  
RDG 535 Assessment and Intervention of Reading (3)  
SED 515 Human Exceptionalities Across the Lifespan (3)  
SED 630 Teaching in an Inclusive Setting (3)

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

EDU 553 Methods of Teaching Mathematics (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

## Multi-Age Education in Art or Music

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.

### Program Requirements

**Hours: 39**

#### Professional Core - 9 hours

EDU 500 Statistics and Research (3)  
 EDU 501 Educational Psychology (3)  
 EDU 604 Integrative Research Project (3)

#### Undergraduate Level Courses Required for Licensure - 6-7 hours, 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 hours)

#### Graduate Level Courses Required for Licensure & MA Degree - 30 hours

AYA 550 Nature and Needs of Adolescents (3)  
 AYA 670 AYA Curriculum Methods: Teaching to Standards (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 644 Graduate Student Teaching (6)  
RDG 511 Content Area Reading (3)  
SED 515 Human Exceptionalities Across the Lifespan (3)  
SED 630 Teaching in an Inclusive Setting (3)

**To complete Ohio Licensure:** undergraduate content requirements + 6-7 credit hours undergraduate methods coursework + 24 credit hours graduate level course work + 6 credit hours student teaching + passing scores on required the Ohio Assessment for Educators (OAE) tests.

## Adolescent to Young Adult Licensure

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.

### Program Requirements

**Hours: 44-45**

#### Professional Core - 9 hours

EDU 500 Statistics and Research (3)  
EDU 501 Educational Psychology (3)  
EDU 604 Integrative Research Project (3)

#### Concentration Courses - 35-36 hours

AYA 533 Adol/Young Adult Practicum (2-3)  
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 644 Graduate Student Teaching (6)  
RDG 511 Content Area Reading (3)  
SED 515 Human Exceptionalities Across the Lifespan (3)  
SED 630 Teaching in an Inclusive Setting (3)

Select the methods course that corresponds to your content area:

EDU 553 Methods of Teaching Mathematics (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

## Special Education - Intervention Specialist - Full Time Accelerated

Special Education 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 initial licensure as an Intervention Specialist. 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.

### Program Requirements

**Hours: 47**

#### Professional Core - 15 hours

EDU 500 Statistics and Research (3)  
 EDU 501 Educational Psychology (3)  
 EDU 604 Integrative Research Project (3)  
 SED 515 Human Exceptionalities Across the Lifespan (3)  
 SED 521 Communication Develop & Theories for Environments (3)

#### Concentration Courses - 32 hours

EDU 504 Behav Mgmt/Classroom Org (3)  
 EDU 644 Graduate Student Teaching (6)  
 RDG 515 Foundations of Effective Reading Instruction (3)  
 RDG 530 Phonics/Linguistics (3)  
 RDG 531 Comprehension Instruction (3)  
 RDG 535 Assessment and Intervention of Reading (3)  
 SED 522 Formal & Informal Assessment for Special Education (3)  
 SED 611 Curriculum & Methods for Special Education (3)  
 SED 631 Collaborative Practices in Special Education (3)  
 SED 642 SED Apprenticeship I (1)  
 SED 643 SED Second Apprenticeship II (1)

## Program Outcomes

The outcomes of the Special Education 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.

## Special Education - Intervention Specialist - Part Time Flexible

### Program Requirements

**Hours: 47**

#### Professional Core - 15 hours

EDU 500 Statistics and Research (3)  
EDU 501 Educational Psychology (3)  
EDU 604 Integrative Research Project (3)  
SED 515 Human Exceptionalities Across the Lifespan (3)  
SED 521 Communication Develop & Theories for Environments (3)

#### Concentration Courses - 32 hours

EDU 504 Behav Mgmt/Classroom Org (3)  
EDU 644 Graduate Student Teaching (6)  
RDG 515 Foundations of Effective Reading Instruction (3)  
RDG 530 Phonics/Linguistics (3)  
RDG 531 Comprehension Instruction (3)  
RDG 535 Assessment and Intervention of Reading (3)  
SED 522 Formal & Informal Assessment for Special Education (3)  
SED 533 I Special Education Practicum Level I (1)  
SED 533 II Special Education Practicum Level II (1)  
SED 611 Curriculum & Methods for Special Education (3)  
SED 631 Collaborative Practices in Special Education (3)

## 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: Full time accelerated 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. Have an admission interview;
8. **Full Time Accelerated Admission Deadlines** - Because full time 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. Late and incomplete applications will not be considered.

Once the application packet is complete, (i.e. when all documents are received) the program director in the Graduate Education Department reviews the materials. The program director submits his/her 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 Department of Higher 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 at the time of this catalog publication..

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 and Clinical Experiences

Prior to receiving licensure, each candidate must satisfactorily participate in a series of carefully planned, supervised and evaluated clinical and field-based experiences for which specific learning objectives have been established. A variety of experiences in diverse settings must be completed prior to student teaching. 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 taken all required general and content OAEs (Ohio Assessment for Educators) needed for initial licensure as dictated by the student's program schedule.
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. The student teaching period lasts 12-15 weeks, depending upon the student's licensure program.

## Ohio Assessment for Educators

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 <https://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-K, Dean of Health Sciences

Stefanie Hiltz, DNP, APRN, ACNP, CNE MSN-MAGELIN Program Director

Kristin Clephane, DNP, RN, CPN, MSN/DNP Program director

Nancy Hinzman, DNP, RN, Assistant Dean of Nursing

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

- Master of Science in Nursing
  - RN to MSN: bridge coursework for Registered Nurses
  - MSN-MAGELIN: Master's Graduate Entry-Level into Nursing (pre-licensure)
  - Master of Science in Nursing: Administration (post-licensure)
  - Master of Science in Nursing: Clinical Nurse Leader (post-licensure)
  - Master of Science in Nursing: Education (post-licensure)
- Doctor of Nursing Practice: Health Systems Leadership

Each program has unique admission and program requirements.

## **RN to MSN - bridge coursework for Registered Nurses**

The RN to MSN bridge coursework provides 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 courses are designed in a part-time format, requiring nine semesters. RN to MSN bridge coursework (20 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.

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

The MSN-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 MSN-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 MSN-MAGELIN courses fulfill requirements in the MSN administration, clinical nurse leader and education tracks if students earn a grade of "B" or higher and enroll in the post licensure MSN program within five years of taking the courses.

The mission of the MSN-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, 655 K Street, NW, Suite 750, Washington, DC 20001, Phone (202) 887-6791, Fax (202) 887-8476.] 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, Clinical Nurse Leader and Education Track**

The Master of Science in Nursing program prepares graduates to enhance clinical nursing practice through specialized roles in three tracks: administration, clinical nurse leader and education. The program focuses on the development of advanced clinical competencies as well as expertise in the chosen area of practice. Graduates of the Master of Science in Nursing program are prepared to provide evidence-based leadership to advance nursing practice and engage in interprofessional collaboration for the purpose of improving outcomes in today's dynamic 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 - Health Systems Leadership**

The Doctor of Nursing Practice (DNP) - Health Systems Leadership program 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 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.

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

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

Students in the MSN-MAGELIN program:

#### **Grades**

Students must earn a "B" or higher in any course that is closely aligned with NCLEX-RN exam. These are called Category I courses and include the following: NUR 500, NUR 501, NUR 501C, 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 academic probation for one semester. If the cumulative GPA rises to 3.0 or above and the student earns a grade of "B" or higher in all Category I courses the following semester the student's status will return to good academic standing. If the student earns two grades of "C" in Category I courses 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**

If a student withdraws from the program in good standing, readmittance will be considered on a case-by-case basis. The following information applies for readmittance:

- 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 semester; 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.
- Students wishing to appeal dismissal from the MSN-MAGELIN Program for academic reasons must follow the Graduate Catalog process for Appeals for Reinstatement

Please see the MSN-MAGELIN Student Handbook for additional policies and procedures that apply to MSN-MAGELIN students.

## **MSN (post licensure) Academic Standards**

### **Progression Policy**

In order to progress in the Administration, Clinical Nurse Leader or Education 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 Department of Nursing Code of Professional Conduct Policy as specified in the MSN Student Handbook.
3. Maintain a current unrestricted United States RN license in your state of practice as an RN and in the state of capstone/practicum experiences as 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 3.0 after completion of 6 semester hours to be removed from academic probation.

### **Academic Probation**

Students are placed on academic probation if the cumulative GPA falls below 3.0/4.0. Once on probation students will have up to six semester hours to achieve a GPA of at least 3.0 to 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 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. A student who fails to achieve the 3.0/4.0 scale after completing the six semester hours 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 one or more courses
- The student does not adhere to the Department of Nursing Code of Professional Conduct Policy 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 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 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 starting the program
- 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. Completion of track specific required practicum hours.

## **DNP Academic Standards**

### **Progression Policy**

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

1. Inquire about and submit health records as requested if the organization selected for a practicum experience requires health information

2. Adhere to the Department of Nursing Code of Professional Conduct Policy as specified in the DNP Student Handbook
3. Maintain a current unrestricted RN license in your state(s) of practice as an RN and in the state of DNP project/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:

- The student achieves a cumulative grade point average below 3.0 in a graduate program for two semesters
- The student earns an "F" in one or more courses
- The student does not adhere to the Department of Nursing Code of Professional Conduct Policy 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 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 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 starting into the program
- Minimum of 75% of credits at Mount St. Joseph University

- Completed and presented a DNP Project
- Completed 1000 practicum hours which include hours earned in post BSN and in the 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 MSN-MAGELIN - Entry Level into Nursing

### Admission Requirements

To be considered for admission to the MSN-MAGELIN program, students must complete a graduate application, submit a one-page typewritten statement of their goals, complete the prerequisite course table form, complete an interview with the program director or designee, and meet the criteria below:

1. Possess 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. Have 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 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). The GRE is not accepted.
3. Have completed the following courses with a "C" or higher prior to the first MSN-MAGELIN course: Proficiency tests are available for some of the prerequisite courses.
  - Chemistry (inorganic/organic/or biochemistry) with lab
  - One year of Human Anatomy and Physiology with lab (within 5 years of program entry)
  - Microbiology with lab
  - Pathophysiology (within 5 years of program entry)
  - Introduction to Psychology
  - Introduction to Sociology
  - Introduction to Statistics
  - Lifespan Development (infant/child, adolescent, adult)
  - Nutrition
4. Complete a satisfactory criminal background check & FBI fingerprint background check prior to first MSN-MAGELIN course.
5. Meet all clinical health requirements prior to first MSN-MAGELIN course. ( **Exception:** The third hepatitis B immunization must be completed a minimum of two weeks prior to NUR 501C clinical orientation)
6. Complete healthcare provider CPR training (adult, child, infant with AED) through the American Heart Association (Heartcode BLS) or American Red Cross (Basic Life Support for Healthcare Providers), prior to the first MSN-MAGELIN course. Certification must remain valid throughout the entire program.

7. 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 Requirements

### Hours: 64

NUR 500 Health Assessment (3)

NUR 500A Health Assessment Lab (0)

NUR 501 Evidence-Based Primary Health Nursing with Chronically Ill Clients (5)

NUR 501A Evidence-Based Primary Health Care Nursing with Chronically Ill Clients LAB (0)

NUR 501C Evidence-Based Primary Health Care Nursing with Chronically Ill Clients Clinical (0)

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 and Families (3)

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

NUR 508 Evidence-Based Primary Health Care Nursing with Critically Ill Clients (6)

NUR 508A Evidence-Based Primary Health Care Nursing with Critically Ill Clients LAB (0)

NUR 508C Evidence-Based Primary Health Care Nursing with Critically Ill Clients Clinical (0)

NUR 509 Primary Health Care Preceptorship (5)

NUR 510 Primary Health Care Seminar (1)

NUR 511 Evidence-Based Primary Health Care Nursing with Acutely Ill Clients (4)

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

NUR 514 Primary Health Care Clinical (4)

NUR 515 Professional Roles and Issues (3)

NUR 521 Pharmacology/Medication Administration (5)

NUR 521A Pharmacology/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.

## Program Outcomes

The graduate of the MSN-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

### Admission Requirements

To be admitted to the Administration, Clinical Nurse Leader and Education 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 (20 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 "C" or higher in undergraduate OR graduate statistics
- A "C" or higher in undergraduate microbiology, and anatomy and physiology courses (Clinical Nurse Leader track only)

- One year of clinical nursing experience to matriculate
- Active RN license with no restrictions
- 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 at [www.msjs.edu](http://www.msjs.edu)
- A one-to-two page typewritten essay with reasons for seeking the Master of Science in Nursing Degree along with a statement of professional goals
- Professional resume
- Names and contact information for two professional references
- Interview with the MSN Program Director or designee

\*When all materials are submitted and reviewed, the MSN program director or designee will contact you to arrange a time for an interview.

## Program Requirements

**Hours: 36-39**

### **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)

**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)

**RN to MSN Bridge Courses - 20 hours\***

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

COM 100 Spoken Word (3) C  
JCG 255 Christian Social Justice (3) JCG  
MTH 174 Statistics I (3) CMA  
NUR 416 Health Promotion with Vulnerable Populations (4)  
NUR 419 Leading and Managing within a Clinical Microsystem (4)  
NUR 431 Foundations of Nursing Research and Evidence-Based Practice (3)

## 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 - Health Systems Leadership

## Admission Requirements

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

1. A completed Graduate Admission Application ([www.msj.edu/apply](http://www.msj.edu/apply))
2. A Master of Science in Nursing degree (post-licensure) from a regionally accredited college or university.  
Or  
other applicants with a BSN and a master's degree from a regionally accredited college or university in a related field
3. A minimum overall GPA of 3.0/4.0 for earned master's degree
4. "C" or higher in an undergraduate or graduate level statistics course
5. Two years of clinical nursing experience to matriculate
6. Active US state RN license with no restrictions
7. TOEFL score as required by the University (if needed)
8. Names and contact information of two professional references
9. A one-to-two page typewritten essay with reasons for seeking the Doctor of Nursing Practice Degree including a statement of your professional goals
10. A professional resume
11. Interview with program director or designee
12. A signed departmental form acknowledging the requirement to submit official documentation of post-baccalaureate nursing degree practicum hours from institution(s) granting applicant's MSN degree and/or post-master's advanced practice certificate prior to obtaining any DNP program practicum hours (other applicants not eligible to submit this documentation)

## Graduation Requirements

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

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

## Program Requirements

### Hours: 36

- 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)
- NUR 824 Nursing Practicum II (3)
- NUR 832 Doctor of Nursing Practice Project (6)

## 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.

# Organizational Leadership

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

## MSOL to MBA Continuation Degree

With as little as one additional year of study, graduates of the Master of Science in Organizational Leadership (MSOL) program from Mount St. Joseph University can earn a Master of Business Administration (MBA) degree with as few as 6 additional courses. More courses may be required, depending on the courses taken in the MSOL program. Graduate business courses that apply to the MBA must have been taken no more than 6 years prior to starting the second degree and have a cumulative GPA of 3.5 or higher. All 6 additional courses in the MSOL to MBA program must be taken at Mount St. Joseph University.

## Requirements of the MSOL Program

### Admission Requirements

Requirements for admission to MSOL 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. At least three years of significant workplace experience showing career growth, increasing responsibility and leadership potential
4. Names and contact information for two references including phone and email address, or two letters of reference
5. Submission of a one-page, typed personal statement
6. Successful interview with the MSOL program director or designee.

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 Requirements

**Hours: 36**

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

### Major Courses - 36 hours

BUS 600 Finance and Accounting for Leaders (3)  
 ECO 655 Global Economic Awareness (3)  
 LGS 625 Legal Issues in Organizations (3)  
 MGT 610 People in Organizations (3)  
 MGT 620 Managing Information, Technology and Projects (3)  
 MGT 640 The Changing Workplace (3)  
 MGT 680 Organizational Research and Change (3)  
 MGT 690 Organizational Research and Change II (3)  
 MOL 600 Exploring Leadership (3)  
 PHI 660 Ethical Issues in Organizations (3)  
 PSY 635 Social Influence (3)  
 RPS 514 Spirituality of Leadership (3)

## 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

- 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.
- A maximum of nine semester hours of graduate-level courses taken previously may transfer to the MSOL program. The transferability of courses is determined by the program director.

# MSOL to MBA Continuation Degree Requirements

## Program Requirements

### **MBA courses required of MSOL graduates:**

ACC 600 Managerial Accounting (3)  
FIN 610 Managerial Finance (3)  
MGT 606 Leadership Seminar II (3)  
MGT 607 Strategic Management (3)  
MGT 603 Project and Operations Management (3)  
MKT 520 Marketing for Management (3)

### **MSOL courses that apply as Foundational Courses:**

BUS 600 Finance and Accounting for Leaders (3)  
  
MOL 605 Methods of Organizational Research (3)  
or  
MGT 680 Organizational Research and Change (3)

### **MSOL courses that apply to the MBA (required of the MSOL. If not taken as part of the MSOL, the student would need to take these courses or their MBA equivalents):**

ECO 655 Global Economic Awareness (3)  
LGS 625 Legal Issues in Organizations (3)  
MGT 610 People in Organizations (3)  
MGT 620 Managing Information, Technology and Projects (3)  
MGT 640 The Changing Workplace (3)  
MOL 600 Exploring Leadership (3)  
PHI 660 Ethical Issues in Organizations (3)



# Physical Therapy

Darla Vale, PhD, RN, CCRN, Dean of Health Sciences

Lisa Dehner, PhD, PT, BSPT, CEEAA, 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. Full-time Clinical Experiences 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.

Any student who receives four C grades 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 Experiences, and/or may be dismissed from the DPT program. Participation in Clinical Experiences will be at the discretion of the faculty and the Department Chairperson.

## 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 four "C" grades in DPT courses.
- The student earns an "F" in a DPT course.
- The student does not adhere to Professional Behaviors as outlined in the APTA Core Values and/or Generic Abilities.

## Appeal Process/Application for Reinstatement

If a student has been dismissed from the DPT Program they may follow the procedures in the University's Graduate Catalog. A student in the DPT Program cannot appeal for reinstatement more than once.

### Appeal Process

The Mount St. Joseph University policy on Appeals for Reinstatement can be found in the Graduate Catalog. Appeals for reinstatement require a written letter which "must include the 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." DPT students are encouraged to schedule a meeting to discuss their situation and the appeal letter with their advisor and/or the PT Chairperson. "The Provost or designee will solicit input appropriate to the appeal." For the DPT Program, input will include a DPT Faculty recommendation:

1. The DPT faculty have a responsibility to exercise their professional judgment, guided by the APTA Code of Ethics, in determining a student's competence to continue in the program. They bear the weight of the public safety as educators of future health care providers. Faculty will consider the student's demonstrated academic performance and professional behaviors as well as the student's perspective as outlined in the formal appeal letter.
2. The DPT faculty will confidentially review the formal appeal letter and discuss the student's reinstatement at the next scheduled faculty meeting following receipt. Faculty will vote for reinstatement, requiring a two-thirds majority. The student's advisor may advocate but will not vote.
3. The PT Chairperson will provide the Provost, or designee with the recommendation for consideration.

### Reinstatement

If the appeal is successful, the reinstatement requirements will be developed by the Provost's office and the DPT Faculty.

All re-instated students must meet with their faculty advisor at the start of the new semester for academic counseling.

If a DPT student is reinstated following a failing grade in a DPT course, he/she/they will re-take the course the next time it is offered and will then progress through the remaining curriculum with a new cohort. The student may not be allowed to continue with their original cohort. Students must develop an academic action plan with their advisor to address any additional requirements from the reinstatement letter and to facilitate future.

## Academic Dismissal

Dismissal for academic reasons will occur for the following:

1. A student who fails to improve his/her/their semester GPA following placement on probation (cumulative GPA <3.0).

2. Any student who fails any DPT degree course (grade below a "C").
3. Any student who receives a 4th (fourth) "C" in any DPT degree course.
4. Any student who fails Hallmark Practical 2 (original and retake).

## Academic Honesty

DPT students are expected to complete all academic work with integrity, following the APTA Code of Ethics and The Mount St. Joseph University Academic Honesty Policy. The policy can be found in the Graduate Catalog at 154. **Any form of academic dishonesty will not be tolerated by School of Health Sciences and may result in dismissal from the DPT program.**

## Professional Values and Behaviors

Physical therapists are also guided by the APTA Core Values (APPENDIX E). The 7 Core Values (accountability, altruism, compassion/caring, excellence, integrity, professional duty and social responsibility) define the critical elements of professionalism for physical therapists. While students are in the didactic phase of the curriculum, the DPT Program uses the Generic Abilities to help guide and assess student professional development (APPENDIX N). The Normative Model of Physical Therapist Education (NMPTE), by which all DPT Programs are measured, has adopted the Generic Abilities as a tool to delineate professional behavior development and expectations in students (May et al 1995). DPT students of Mount St. Joseph University are responsible for meeting the expectations for professional behaviors at their level (year 1, year 2), as measured by the Generic Abilities. Professional behavior is an essential component of successful practice of physical therapy. Student professional development will be modeled, facilitated, expected and monitored throughout the student's progression in the DPT Program. **Students may be dismissed from the DPT Program for behaviors that violate the APTA Code of Ethics. Students may be dismissed from the DPT Program for consistent unprofessional behavior as assessed by faculty using the categories of the Generic Abilities.**

## 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 Clinical Experience will be the Integrative Project of the DPT program. This clinical education project will show synthesis of learning from the previous Clinical Experiences 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 Terminal Clinical Experiences, and demonstrate appropriate professional behaviors.

# Requirements for DPT

## 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 web page (<https://www.msj.edu/academics/graduate-programs/doctor-of-physical-therapy/admission-requirements/>) 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
- 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 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 Research in PT I (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 (3)  
 PT 722A Patient Mgmt: Neurological Rehabilitation I (LAB) (0)  
 PT 725 Patient Mgmt: Neurological Rehabilitation II with LAB (3)  
 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 II (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 III (2)  
PT 881 Clinical Education Experience I (5)  
PT 882 Clinical Education Experience II (5)  
PT 883 Clinical Education Experience III (5)  
PT 884 Clinical Education Experience 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*

## **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.



# Physician Assistant Studies

Darla Vale, PhD, RN, CCRN-K, Dean of the School of Health Sciences

Patrick Cafferty, MPAS, PA-C, Program Director and Chair, Department of Physician Assistant Studies

The Masters in Physician Assistant Studies degree (MPAS) is a comprehensive graduate program designed to prepare students to become outstanding clinicians, fully prepared to deliver high quality, accessible health care in an ever-changing environment. The program emphasizes the importance of critical thinking and evidence based clinical decision making, while respecting the unique cultural and demographic needs of each patient.

The Physician Assistant program consists of full time course work delivered over seven consecutive semesters beginning in January of each year. The initial three semesters consist of on-campus classroom work followed by four semesters of clinical rotations in numerous medical and surgical disciplines. These five week, full-time clinical experiences are completed off-campus in outpatient clinics or inpatient hospitals and will likely require the student to travel and/or relocate.

Once the student successfully completes the program, he or she must apply for and successfully pass the Physician Assistant National Certification Examination (PANCE) offered by the National Commission on Certification of Physician Assistants (NCCPA). The graduates may then apply for licensure from the Board of Medical Licensure in the state where they plan to practice.

The ARC-PA has granted Accreditation-Provisional status to the Mount St. Joseph University Physician Assistant Program sponsored by Mount St. Joseph University.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

## Physician Assistant Program Admission Requirements

Bachelor's Degree from a regionally accredited institution with a minimum cumulative GPA of 3.0 and Science GPA of 3.0

Course of study must include the successful completion (grade of C or higher) of the following courses with labs as indicated (+).

- General Chemistry\*+
- Organic Chemistry+
- Biochemistry
- General Biology\*+
- Microbiology

- Anatomy and Physiology\*+
- Developmental Psychology
- Statistics

\*One year of coursework

+Lab Required

These prerequisite courses must have been completed within 5 years of the application date unless the applicant has been continuously employed as a health care professional.

Graduate Record Examination (GRE)

- The exam must have been taken within the last 5 years
- No substitution for the exam will be accepted (i.e. MCAT or GMAT)
- See <https://www.ets.org/gre> for further information

Central Application Service for Physician Assistants (CASPA) Submission

- The application cycle opens each year in April and can be accessed at <https://portal.caspaonline.org>
- Three letters of Recommendation
  - One letter must come from a Physician Assistant
  - One letter from a current or prior professor or supervisor
  - One letter must be from another professional or social colleague (family members are not permitted)

Health Care Experience

- Minimum health care experience of 500 hours to include direct patient care (e.g., nurse aide, nursing assistant, medical assistant, EMT), which may be paid or voluntary in nature.
- Minimum of 40 hours shadowing a Physician Assistant in a clinical setting

TOEFL iBT Requirement for international students or those students who did not attend a high school where English is the primary language. Information can be accessed at <https://www.ets.org/toefl>

A minimum score of 120 is required with at least a 26 in each of the following:

- Reading
- Listening
- Speaking
- Writing

After completion of the initial application process, a prospective student may be offered an interview with the program admissions committee to determine the applicant's readiness to undertake the rigorous course of study. The committee will consider all information available including academic achievements, letters of recommendation, community service, interpersonal and communication skills, personal integrity, compassion and motivation for a health care career.

Preference will be given to those applicants who are:

- Graduates of Mount St. Joseph University
- Veterans of the Armed Forces (In order to receive VA Educational Benefits, students must have their Clinical Rotations limited to Ohio hospitals that have been approved by the Veteran's Administration.)
- Residents of Greater Cincinnati (Includes the following OH-KY-IN Counties
  - Dearborn County, Indiana
  - Franklin County, Indiana
  - Ohio County, Indiana
  - Boone County, Kentucky
  - Bracken County, Kentucky
  - Campbell County, Kentucky
  - Gallatin County, Kentucky
  - Grant County, Kentucky
  - Kenton County, Kentucky
  - Pendleton County, Kentucky
  - Brown County, Ohio
  - Clermont County, Ohio
  - Hamilton County, Ohio
  - Warren County, Ohio
  - Butler County, Ohio
  - Clinton County, Ohio
- Applicants with significant prior health care experience
- Applicants with higher grade point average (GPA)
- Applicants with higher GRE scores
- Applicants with higher number of hours shadowing a physician assistant.

There is no acceleration or advanced standing in the program regardless of prior experience or degree.

Following acceptance into the program, but prior to matriculation, students must;

- Complete a criminal background check and drug screening evaluation. This is completed at the student's expense.
- Provide proof of immunization status consistent with the current CDC recommendations for health care workers.

- Complete a medical screening examination with a health care professional who attests the student meets the Technical Standards for Physician Assistant students with reasonable accommodation, if necessary.
- Provide proof of health insurance coverage

*Additional background checks, drug screening and proof of immunization will occur annually throughout the program and as may be required by clinical rotation sites. This will be done at the student's expense.*

## Physician Assistant Program Requirements

### Program Requirements

**Hours: 109**

#### First Year

PAS 500 PA Profession: Evolving Issues in Medicine and Ethics (2)  
PAS 505 Medical Interview and Physical Examination with Lab (3)  
PAS 505A Medical Interview and Physical Examination (LAB) (0)  
PAS 510 Evidence Based Medicine and Population Health (2)  
PAS 530 Pharmacology I (3)  
PAS 535 Principles of Medicine I (4)  
PAS 540 Patient Assessment I with LAB (3)  
PAS 540A Patient Assessment I (LAB) (0)  
PAS 545 Clinical Skills in Medicine I with LAB (2)  
PAS 545A Clinical Skills in Medicine I (LAB) (0)  
PAS 550 Clinical Approach to Behavioral Health (2)  
PAS 555 Pharmacology II (3)  
PAS 560 Principles of Medicine II (6)  
PAS 565 Clinical Decision Making (2)  
PAS 570 Patient Assessment II with LAB (3)  
PAS 570A Patient Assessment II (LAB) (0)  
PAS 575 Clinical Skills in Medicine II with LAB (2)  
PAS 575A Clinical Skills in Medicine II (LAB) (0)  
PAS 580 Nutrition and Preventive Medicine Across the Life Span (2)  
BIO 515 Human Anatomy for Physician Assistants with LAB (5)  
BIO 515A Human Anatomy for Physician Assistants (LAB) (0)  
BIO 520 Genetics and Disease Screening (3)  
BIO 525 Medical Physiology for Physician Assistants (3)

#### Second Year

PAS 600 Family Medicine I (5)  
PAS 605 Family Medicine II (5)  
PAS 610 Internal Medicine (5)  
PAS 620 Emergency Medicine (5)  
PAS 630 General Surgery (5)  
PAS 640 Pediatrics (5)  
PAS 650 Behavioral Health (5)  
PAS 660 Women's Health (5)  
PAS 670 Orthopedics (5)

### Third Year

PAS 700 Elective Clinical Experience I (5)  
PAS 705 Elective Clinical Experience II (5)  
PAS 710 Summative Evaluation (4)

#### Academic Progression

Progression to graduation with a Masters degree in Physician Assistant Studies (MPAS) requires the student successfully complete all first year didactic courses and subsequent clinical rotations with a minimum GPA of 3.0 and necessitates completion of the summative evaluation, where the student must successfully demonstrate competence in professionalism, medical knowledge, clinical skills, patient assessment and critical thinking. Students must complete all didactic courses in the sequence offered, and their clinical rotations within three months of the scheduled graduation date unless they have been granted deceleration.

## Technical Standards for Physician Assistant Studies

The Mount St. Joseph University Physician Assistant program has established specific technical standards for admission. These standards reflect the minimum mental and physical requirements necessary to become a Physician Assistant. Candidates for the Mount St. Joseph University PA program should review these standards before making the decision to apply. While not a component of the program application, students invited to enroll in the program, will be required to provide an attestation statement from a health care professional (i.e., MD, PA or APRN) verifying that the student meets these technical standards. Students who need accommodation must meet with the University's Director of the Learning Center and Disability Services to make this determination.

### Observation

Students must be able to observe demonstrations and conduct experiments in the basic sciences, including, but not limited to: physiologic and pharmacologic demonstrations in animals, microbiologic cultures, and microscopic studies of micro-organisms and tissues in normal and pathologic states. A student must be able to observe a patient accurately at a distance and close at hand, noting non-verbal as well as verbal signals. Specific vision-related requirements include, but are not limited to, the following abilities: skin, culture media, and dipstick tests; visualizing and discriminating findings on x-rays and other imaging tests; reading written and illustrated material; observing demonstrations in the classroom, including projected slides and overheads; discriminating numbers and patterns associated with diagnostic instruments and tests such as sphygmomanometers and electrocardiograms; using instruments competently, to include stethoscope, otoscope, ophthalmoscope, and microscope.

### Communication

Students must be able to relate effectively with patients, conveying a sense of compassion and empathy. A student must be able to communicate clearly with and observe patients in order to elicit information, accurately describing changes in mood, activity and posture, and perceive verbal as well as non-verbal communications. Communication includes not only speech but also reading and writing. Professional education for physician assistants presents exceptional challenges in the volume and breadth of required reading and the necessity to impart information to others. Students must be able to communicate quickly, effectively and efficiently in oral and written English with all members of the health care team. Specific requirements include but are not limited to the following abilities: communicating rapidly and clearly with the medical team

on rounds; eliciting a thorough history from patients; and communicating complex findings in appropriate terms to patient and to various members of the health care team (fellow students, physicians, nurses, aides, therapists, social workers) and others. Students must learn to recognize and promptly respond to emotional communications such as sadness, worry, agitation, and lack of comprehension of health care communication. Each student must be able to read and to record observations and plans legibly, efficiently and accurately in documents such as the patient record. Students must be able to prepare and communicate concise but complete summaries of individual encounters and complex, prolonged encounters, including hospitalizations. Students must be able to complete forms according to directions in a complete and timely fashion.

## **Sensory and Motor Coordination or Function**

Students must have sufficient sensory and motor function to perform a physical examination utilizing palpation, auscultation, percussion, and other diagnostic maneuvers. In general, this requires sufficient exteroceptive sense (touch, pain and temperature), proprioceptive sense (position, pressure, movement, stereognosis and vibratory), and motor function. A student should be able to execute motor movements reasonably promptly to urgencies within the hospital, and must not hinder the ability of their co-workers to provide prompt care, measure angles and diameters of various body structures using tape measure and goniometer, measure blood pressure and pulse. A student should be able to learn to perform basic laboratory tests (urinalysis, complete blood count, etc.), and diagnostic and therapeutic procedures (phlebotomy, arterial blood gas drawings, lumbar puncture, arthrocentesis, etc.). Examples of such emergency treatment reasonably required of physician assistants include arriving quickly when called and initiating appropriate therapeutic procedures, administering intravenous medication, applying pressure to stop bleeding, opening obstructed airways, suturing uncomplicated wounds, and performing uncomplicated obstetrical maneuvers.

## **Intellectual-Conceptual Integrative and Quantitative Abilities**

These abilities include measurement, calculation, reasoning, analysis, judgment, numerical recognition and synthesis. Problem solving, a critical skill demanded of physician assistants, requires all of these intellectual abilities, and must be performed quickly, especially in emergency situations. Students must be able to identify significant findings from history, physical examination, and laboratory data, provide a reasoned explanation for likely diagnoses, and prescribe medications and therapy, recalling and retaining information in an efficient and timely manner. The ability to incorporate new information from peers, teachers, and the medical literature in formulating diagnoses and plans is essential. Good judgment in patient assessment, diagnostic and therapeutic planning is essential; students must be able to identify and communicate the limits of their knowledge to others when appropriate. Student must be able to interpret graphs describing biologic relationships and perform other similar modes of data analysis.

## **Behavioral Attributes**

Empathy, integrity, honesty, concern for others, good interpersonal skills, interest and motivation are all personal qualities that are required. Students must possess the emotional health required for full use of their intellectual abilities, the exercise of good judgment, the prompt of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients. At times, this requires the ability to be aware of and appropriately react to one's own immediate emotional responses. For example, students must maintain a professional demeanor and organization in the face of long hours and personal fatigue, dissatisfied patients, and tired colleagues. Students must be able to develop professional relationships with patients, providing comfort and reassurance when appropriate while protecting patient confidentiality. Students must possess adequate endurance to tolerate physically taxing

workloads and to function effectively under stress. All students are at times required to work for extended periods, occasionally with rotating shifts. Students must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Students are expected to accept appropriate suggestions and criticism and if necessary, respond by modification of behavior.

# Religious Studies

Michael Sontag, Ph.D., Dean of Arts & Humanities  
John Trokan, D.Min., Program Director 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 Liberal Arts 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 Graduate Program

### 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 Requirements

**Hours: 36**

#### 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).

### **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

RPS 526 Spirit of Johannine Literature (3)

Seminar in Systematics - Choose One:

REL 547 Seminar Systematic Theology I (3)  
REL 548 Seminar Systematic Theology II (3)

Seminar in Spirituality - Choose One:

RPS 504 Personal Spirituality (3)  
RPS 603 History of Spirituality (3)

Seminar in Ethics - Choose One:

RPS 542 Critical Issues in Ethics (3)  
RPS 547 Christian Social Justice (3)

### **Pastoral Praxis Component - 3 hours**

RPS 512 Pastoral Practicum (3-6)  
or  
RPS 590 Appalachian Culture and Spirituality (3)  
or  
RPS 591 Cherokee Culture & Spirituality (3)

### **Integrating Project - 3 hours (Fall Semester)**

RPS 575 Integrating Project (3)

## **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 Spirituality and Wellness

### 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

### 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 <https://www.msjs.edu/audiences/certificate-program-institution-disclosures/>



# Academic Information

## Academic Calendar

### 2020-21 Academic Calendar

#### First Semester 2020 (S1 21)

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 12	Saturday	December Graduation Ceremony (10:00 a.m.)

#### Second Semester 2021 (S2 21)

January 11	Monday	Classes Begin (Day & Evening)
January 18	Monday	Martin Luther King Holiday
February 19	Friday	Mid-Semester Holiday
March 8-13	Monday-Saturday	Spring Break
March 15	Monday	Classes Resume
April 2-5	Friday-Monday	Easter Break (Good Friday thru Easter Monday)
April 6	Tuesday	Classes Resume
May 3-6	Monday-Thursday	Semester Examinations
May 6	Thursday	Semester Ends
May 8	Saturday	Commencement

#### Summer Semester 2021 (S4 21)

May 17 - August 13	All Summer Session
May 17 - June 25	Summer Session I
July 6 - August 13	Summer Session II

# Course Descriptions

## ACC

### **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

### **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 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 536 Sculpture Workshop:Sustainable Mixed Media (3)**

This course blends sculptural methods and current technologies with traditions of the past. Participants will explore sustainable processes and materials. Beyond the making of art, emphasis will be placed on the conceptual; consideration of the effect of creation of this work on the planet's resources. ART 336/536 will meet together.

### **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 complement the experience of direct observation in unique natural settings.

### **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.

# ATR

## **ATR 511 Assessment and Management I: Prevention and Acute Care (4)**

*Prerequisite(s):* Admission to the Masters in Athletic Training Program

*Concurrent requisite(s):* ATR 511A

This course will introduce students to the profession of athletic training and techniques of preventative and acute care. Emphasis will be on the standards of professional practice, professional ethics, and emergency management skills (e.g. spine boarding, emergency response with airway management, and oxygen administration). Upon successful course completion the student will receive Emergency Cardiac Care certification, First Aid- Responding to Emergencies, Basic Life Support, and Blood-Borne Pathogens training. Course content will also include injury prevention and risk management, evaluation skills, with emphasis on history intake, the physical exam, and interprofessional relationships with other health care professionals.

## **ATR 511A Assessment and Management I: Prevention and Acute Care (LAB) (0)**

*Concurrent requisite(s):* ATR 511

Course description as stated on ATR 511

## **ATR 512 Assessment and Management II: Musculoskeletal Medicine (4)**

*Prerequisite(s):* ATR 511, ATR 541, BIO 526

*Concurrent requisite(s):* ATR 512A

This course will introduce assessment and management of commonly encountered musculoskeletal injuries and illnesses. Emphasis will be on the head and face, spine, upper extremity, and lower extremity. Course content will include reviewing injury evaluation skills, with emphasis on postural screening, range of motion, strength, and functional evaluations, patient-related outcomes and the interpretation of diagnostic tests. Surgical and non-surgical approaches to patient management will be discussed. Proper documentation of clinical findings will also be addressed and practiced.

## **ATR 512A Assessment and Management II: Musculoskeletal Medicine (LAB) (0)**

*Concurrent requisite(s):* ATR 512

Course description as stated on ATR 512.

## **ATR 521 Therapeutic Intervention I: Physical Agents and Exercise (4)**

*Prerequisite(s):* ATR 511, ATR 541, BIO 526

*Concurrent requisite(s):* BIO 521A

This course is a survey of manual, mechanical, acoustic, and electromagnetic therapeutic agents utilized by athletic trainers and other allied health professionals in the treatment of musculoskeletal injuries and other disorders. Students will demonstrate understanding of the theoretical principles underlying the use of therapeutic agents and exercise in the care of physically active patients. Using the physiological responses to trauma, illness, and healing, students will learn therapeutic modalities and rehabilitation techniques used to restore normal function.

## **ATR 521A Therapeutic Intervention I: Physical Agents and Exercise (LAB) (0)**

*Concurrent requisite(s):* ATR 521

Course description as stated on ATR 512.

## **ATR 522 Therapeutic Intervention II: Athletic Performance and Conditioning (4)**

*Prerequisite(s):* ATR 521 and ATR 521A

*Concurrent requisite(s):* ATR 522A

This course will address the knowledge and skills necessary to effectively assess, plan, and implement conditioning and performance enhancement strategies for athletes and physically active individuals. Course content will also include performance nutrition, ergogenic aids, and supplementation. At the conclusion of the course, students should be prepared for the National Strength and Condition Association (NSCA) Certified Strength and Conditioning Specialist (CSCS) examination.

**ATR 522A Therapeutic Intervention II: Athletic Performance and Conditioning (LAB) (0)**

*Concurrent requisite(s):* ATR 522

Course description as stated on ATR 522

**ATR 530 Research Methods in Health Sciences (3)**

*Prerequisite(s):* One semester or two quarters of Statistics (3 semester hours).

This course focuses on the interaction of the components of the research process with application to the theory and practice of healthcare. This course emphasizes the critical appraisal and utilization of health-related research including selected theories, methodological approaches, team-based research, and ethical considerations in the use of human subjects. Students will understand the critical nature of the research team, peer-review, and dissemination of results to evidence based practice.

**ATR 541 Prevention and Acute Care Clinical I (1)**

*Prerequisite(s):* Admission to the Masters in Athletic Training Program

This course focuses on laboratory and clinical experiences designed to integrate advancing knowledge and psychomotor skills of prevention, assessment, and management of injury and illnesses in pediatric and adult patient populations. Students complete a clinical rotation under the supervision of a preceptor in a healthcare setting with a focus on prevention and emergency management in intercollegiate or interscholastic athletics.

**ATR 542 Pediatric and Adult Populations Clinical I (2)**

*Prerequisite(s):* ATR 511, ATR 541, BIO 526

This course focuses on laboratory and clinical experiences designed to integrate advancing knowledge and psychomotor skills of prevention, assessment, and management of injury and illnesses in pediatric and adult patient populations. This course requires 150 hours of clinical education under the direct supervision of a certified athletic trainer and other healthcare professionals in event medicine, health promotion, intercollegiate and/or interscholastic athletics.

**ATR 543 Pediatric and Adult Populations Clinical II (2)**

*Prerequisite(s):* ATR 542

A continuation of ATR 542, this course focuses on laboratory and clinical experiences designed to integrate advancing knowledge and psychomotor skills of prevention, assessment, and management of injury and illnesses in pediatric and adult patient populations. This course requires 150 hours of clinical education under the direct supervision of a certified athletic trainer and other healthcare professionals in event medicine, health promotion, intercollegiate and/or interscholastic athletics.

**ATR 551 Healthcare Policy and Administration (3)**

*Prerequisite(s):* Admission to the MAT program

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 changes affecting the health care system. Areas of exploration include: cost containment, managed care, employment practices, social justice issues, legislative and regulatory controls, globalization and ethical/legal issues.

**ATR 613 Assessment and Management III: Medical Conditions and Mental Health (4)**

*Prerequisite(s):* ATR 522, ATR 522A

*Concurrent requisite(s):* ATR 613A

This course addresses the knowledge and skills necessary to assess and manage medical conditions and mental health disorders specific to the field of athletic training. Students will learn to use diagnostic, pharmacological, and holistic interventions. Emphasis will include the practical, legal and ethical implications of drug administration by the athletic trainer.

**ATR 613A Assessment and Management III: Medical Conditions and Mental Health (LAB) (0)**

*Concurrent requisite(s):* ATR 613

Course description as stated on ATR 613



**ATR 623 Therapeutic Interventions III: Biomechanical Analysis and Ergonomics (2)**

*Prerequisite(s):* ATR 521, ATR 522

This course is a continuation of ATR 521 and ATR 522 with a focus on integrating knowledge in the areas of human anatomy and physiology, biomechanics, and musculoskeletal injuries. Work posture analyses, cumulative trauma disorders (e.g., carpal tunnel syndrome), and ergonomic surveys are presented and practiced. Emphasis is placed on ergonomic methods and techniques used to assess the design of modern work environments. Students will learn biomechanical, psychophysical and work physiology methods in preventing and rehabilitating musculoskeletal injuries.

**ATR 631 EBP Project Development (1)**

*Prerequisite(s):* ATR 530

This course integrates patient values, clinical expertise, and scholarly research to develop competence in evidence based practice. By the end of this course students will be able to create a research project which includes: formulation of a relevant PICO question, appraisal of the available literature, selection and design of patient oriented outcome measures for clinical practice.

**ATR 632 EBP Project Implementation (1)**

*Prerequisite(s):* ATR 631

A continuation of ATR 631, this course focuses on conducting evidence based research and implementing findings into every day practice. At the conclusion of this course students will disseminate the results of a patient oriented outcome research project to practicing clinicians in both written and oral formats.

**ATR 644 Primary Care and Rehabilitation Clinical I (1)**

*Prerequisite(s):* ATR 543

This course focuses on laboratory and clinical experiences designed to integrate advancing knowledge and psychomotor skills of prevention, assessment, and management of injury and illnesses in the general pediatric and adult populations. Students complete clinical rotations under the supervision of a preceptor in a healthcare setting with a focus on primary care and rehabilitation.

**ATR 645 Primary Care and Rehabilitation Clinical II (1)**

*Prerequisite(s):* ATR 543

A continuation of ATR 644, this course focuses on laboratory and clinical experiences designed to integrate advancing knowledge and psychomotor skills of prevention, assessment, and management of injury and illnesses in the general pediatric and adult populations. Students complete clinical rotations under the supervision of a preceptor in a healthcare setting with a focus on primary care and rehabilitation.

**ATR 646 Prevention and Acute Care Clinical II (1)**

*Prerequisite(s):* ATR 543

A continuation of ATR 541, this course focuses on laboratory and clinical experiences designed to integrate advancing knowledge and psychomotor skills of prevention, assessment, and management of acute injury and illnesses in pediatric and adult patient populations. Students complete a clinical rotation under the supervision of a preceptor in a healthcare setting with a focus on prevention and emergency management in athletic and non-athletic environments

**ATR 647 Internship I (4)**

*Prerequisite(s):* ATR 646

This course is designed to be an immersive (37 hours+ per week) clinical experience for graduate athletic training students in their final year. This course focuses on the athletic training student's transition into practice, gain independence in a setting of interest, and develop professional networking opportunities. Students will be evaluated on clinical and professional performance by an internship supervisor as well as on a portfolio of the student's academic and professional development. This course requires a full time clinical experience under the direct supervision of a certified athletic trainer.

**ATR 648 Internship II (4)**

*Prerequisite(s):* ATR 647

A continuation of ATR 647, this course is designed to be an immersive (37 hours+ per week) clinical experience for graduate athletic training students in their final year. This course focuses on the athletic training student's transition into practice, gaining independence in a setting of interest, and developing professional networking opportunities. Students will be evaluated on clinical and professional performance by an internship supervisor as well as on a portfolio of the student's academic and professional development. This course requires a full time clinical experience under the direct supervision of a certified athletic trainer.

**ATR 653 Professional Issues in Athletic Training (2)**

*Prerequisite(s):* Admission into the Athletic Training Education Program

This course addresses professional socialization and management in athletic training. Topics will include intra- & inter-professional communication, inter-professional education, personnel management, conflict resolution, and providing appropriate feedback to subordinates. Administrative issues regarding budgeting, inventory management, facility design, administration, legalities & work place readiness for multiple settings will be addressed.

**ATR 661 Advanced Practice in Athletic Training (2)**

*Prerequisite(s):* ATR 646

This course is an in-depth study of contemporary issues and concerns for the athletic trainer. Topics will include pediatric pathologies, neuroscience/concussion, advanced manual therapy, diagnostic imaging, casting, suturing, and durable medical equipment.

**ATR 662 Athletic Training Capstone (3)**

*Prerequisite(s):* ATR 661

This course focuses on complex medical problems and integration of mastery-level competence as an athletic trainer in healthcare facilities. Students are evaluated on their clinical proficiency in assessment, management, rehabilitation, and treatment of orthopedic and medical conditions common to the field of athletic training. The ability to administer and manage a healthcare facility is assessed. Preparation for the BOC examination is included.

## AYA

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

*Prerequisite(s):* AYA 550, AYA 670 and Admission to Graduate Program

The 120 hour field experience is the central component of this three credit hour course. The student will be assigned to a specific school in grades 7-12 where he/she will participate in flexible field hours Monday through Friday, with seminars back on campus. Teaching activities as designated by the instructor and/or content area methods specialist will be assigned in order to apply theory learned in prior course work. Students will teach a minimum of six lessons in the classroom, with scheduled mentor teacher and Mount supervisor evaluations. The overall goal of the course is to prepare students for student teaching.

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

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

**AYA 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 Ohio's Learning Standards

and National Standards (NCTM, NSTA, NCTE, NCSS, NAEA, etc.). 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, especially through the use of technology and web-based learning activities.

## BIO

### **BIO 515 Human Anatomy for Physician Assistants with LAB (5)**

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

*Corequisite(s):* BIO 520, BIO 525, PAS 500, PAS 505 and PAS 510

*Concurrent requisite(s):* BIO 515A, BIO 515R

This course will serve as a comprehensive, foundational review of human anatomy in a lecture with enhanced laboratory exposure format. The emphasis will be on the relationship between anatomy and physiologic function as it will apply to physical assessment.

### **BIO 515A Human Anatomy for Physician Assistants (LAB) (0)**

*Concurrent requisite(s):* BIO 515, BIO 515R

This course is the lab component for BIO 515

### **BIO 515R Human Anatomy for Physician Assistants (Recitation) (0)**

This course is the lab component for BIO 515

### **BIO 520 Genetics and Disease Screening (3)**

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

*Corequisite(s):* BIO 515/515A, BIO 525, PAS 500, PAS 505, PAS 510

*Concurrent requisite(s):* BIO 520R

This course covers current understanding of and modern approaches to human genetic diseases. The goal is to equip students to understand the role of genetics in the practice of medicine. This will involve the ability to analyze the medical genetics literature as well as the clinical applications of genetic knowledge in the care of individual patients.

### **BIO 520R Genetics and Disease Screening (Recitation) (0)**

*Concurrent requisite(s):* BIO 520

This course is the lab component for BIO 520

### **BIO 525 Medical Physiology for Physician Assistants (3)**

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

*Corequisite(s):* BIO 515/515A, BIO 520, PAS 500, PAS 505 and PAS 510

This basic science course is a comprehensive, review of medical physiology and pathophysiology with clinical applications. It introduces the PA student to the function of the human body and its organ systems. It is organized to coincide with BIO 515 Human Anatomy to develop the PA student's foundational understanding of the human body.

### **BIO 525R Medical Physiology for Physician Assistants (Recitation) (0)**

*Concurrent requisite(s):* BIO 525

This course is the lab component for BIO 525

### **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

**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.

**BUS 605 Internship (1-3)**

Internships provide the student with the opportunity to gain work experience relating to a student's major. The internship is planned, coordinated, and supervised by employer and a business division faculty member. Successful completion of the work experience and evaluation of work performance is required. Students may earn 1 to 3 credits.

## CIS

**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.

## ECE

**ECE 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.

**ECE 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 - 5th 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.

**ECE 533 Early Childhood Literacy Practicum (1)**

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

One of two 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.

**ECE 534 Early Childhood Integrating Curriculum Practicum (1)**

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

*Concurrent requisite(s)*: ECE 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.

**ECE 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 early childhood environment. Major mathematical concepts for grades Pre-K - 5 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.

**ECE 630 Promote Young Child Development (3)**

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

**ECE 642 ECE Apprenticeship I (1)**

*Prerequisite(s)*: ECE 630, EDU 501, RDG 515, SED 515

The first apprenticeship provides an in-depth field experience in an early childhood (grades K-5) classroom. 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.

**ECE 643 ECE Apprenticeship II (1)**

*Prerequisite(s)*: ECE 642

The second apprenticeship provides an in-depth field experience in an early childhood (grades K-5) 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.

## ECO

**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.

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

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

## **EDU**

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

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

### **EDU 501 Educational Psychology (3)**

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

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

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

### **EDU 504 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 students in grades K-12. 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 students in grades K-12. 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 553 Methods of Teaching Mathematics (3)**

*Prerequisite(s):* Admission to the School

An exploration of methods used in teaching mathematics at the middle level and secondary level. Students will plan instruction for a wide range of learner abilities, backgrounds and goals based on learners' prior knowledge and conceptualizations. Also, students will learn how to assess student progress according to Ohio's Learning Standards in Mathematics. Students will use appropriate electronic technologies in lesson design and delivery which have application in the mathematics classroom.

### **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 Ohio's State tests in English Language Arts. 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 Ohio's Learning Standards in 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. Instruction is aligned to the NGSS, NSTA, and Ohio's Learning Standards. 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 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 604 Integrative Research Project (3)**

*Prerequisite(s):* EDU 500

The development of the Integrated Research 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 each Graduate Program. Students critically analyze peer-reviewed literature surrounding a selected educational issue and propose a feasible solution based upon current research.

### **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 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.

**EDU 710 Developing a Deeper Understanding of Leadership (3)**

This course is a study of leadership and systems change. Students will explore what leadership is, characteristics of effective leaders, and reflect upon their own skills, knowledge, and disposition as leaders. Emphasis will be placed on understanding how to lead systems change to create inclusive educational environments for all students. The course is designed to allow students, using various media, to examine skills required to be critical consumers of educational research, to understand theories of leadership and systems change, to review universal design of instructional supports, and learn about practices validated by research to be responsive to all students, and in particular culturally diverse students.

**EDU 720 Data Driven Decision Making and Evidence Based Practices (3)**

*Prerequisite(s):* EDU 710

This course is a study of data-driven decision making and evidence-based practices. Students will explore varied sources of data and how to interpret data for educational decision making. Emphasis will also be placed on reading research and exploring evidence-based practices to ensure educational equity.

The course is designed to allow students, using various media, to examine skills required to be critical consumers of data and educational research, and learn about practices validated by research to be responsive to all students, and in particular culturally diverse students.

**EDU 730 Communication, Collaboration, and Coaching (3)**

*Prerequisite(s):* EDU 710, EDU 720

This course is a study of 3 Cs of leadership: communication, collaboration, and coaching. Effective leadership and systems change is not possible without the skill and strategy to effectively communicate vision and needs, work interactively with others and facilitate change via coaching. Students will learn about and explore their own skill development in each of these areas. The course is designed to allow students, using various media, to examine skills required to be effective communicators and collaborators including intentional listening and communication techniques. Students will also explore coaching models and research on effective feedback.

Emphasis will be placed on coaching of strategies fostering educational equity.

## FIN

### **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.

## LGS

### **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

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

*Concurrent requisite(s):* EDU 556 or EDU 558 or EDU 559 or EDU 553

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.

## MGT

### **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 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 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****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).

**MOL****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.

## MUS

### **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

### **NUR 500 Health Assessment (3)**

*Corequisite(s):* NUR 501, 515, 521

*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)**

*Corequisite(s):* NUR 501, 515, 521

*Concurrent requisite(s):* NUR 500

This course is the lab component of NUR 500

### **NUR 501 Evidence-Based Primary Health Nursing with Chronically Ill Clients (5)**

*Corequisite(s):* NUR 500, 515, 521

*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 501C is the clinical component of NUR 501. Students have to pass NUR 500/500A to begin NUR 501C.

**NUR 501A Evidence-Based Primary Health Care Nursing with Chronically Ill Clients LAB (0)***Corequisite(s):* NUR 500, 515, 521*Concurrent requisite(s):* NUR 501, 501C

This course is the lab component of NUR 501

**NUR 501C Evidence-Based Primary Health Care Nursing with Chronically Ill Clients Clinical (0)***Corequisite(s):* NUR 500, 515, 521*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, 521*Corequisite(s):* NUR 506, 511, 512, 531

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 503, 506, 511, 512, 531*Corequisite(s):* NUR 505, 632, 710*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 and Families (3)***Prerequisite(s):* NUR 503, 506, 511, 512, 531*Corequisite(s):* NUR 504, 632, 710*Concurrent requisite(s):* NUR 514

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

**NUR 506 Evidence-Based Primary Health Care Nursing with Mentally Ill (3)***Prerequisite(s):* NUR 500, 501, 515, 521*Corequisite(s):* NUR 503, 511, 531*Concurrent requisite(s):* NUR 512

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 Primary Health 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 Evidence-Based Primary Health Care Nursing with Critically Ill Clients 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 Evidence-Based Primary Health Care Nursing with Critically Ill Clients 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. 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 Seminar (1)**

*Prerequisite(s):* NUR 508, NUR 640

*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-RN) will be reinforced for entry into practice.

**NUR 511 Evidence-Based Primary Health Care Nursing with Acutely Ill Clients (4)**

*Prerequisite(s):* NUR 500, 501, 515, 521



*Corequisite(s):* NUR 503, 506, 531

*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 Primary Health Care Clinical with Acutely Ill Clients (4)**

*Prerequisite(s):* NUR 500, 501, 515, 521

*Corequisite(s):* NUR 503, 506, 531

*Concurrent requisite(s):* NUR 506, 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 (4)**

*Prerequisite(s):* NUR 506, 511, 512, 531

*Corequisite(s):* NUR 632, 710

*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 and Issues (3)**

*Corequisite(s):* NUR 500, 501, 521

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/Medication Administration (5)**

*Corequisite(s):* NUR 500, NUR 501/501A/501C, NUR 515

*Concurrent requisite(s):* NUR 521A

This course examines mechanisms of drug action, indications, contraindications, adverse effects, and interactions of major contemporary drugs. Nursing interventions related to evaluation of drug appropriateness, administration, management of side effects/adverse effects, evaluation of effectiveness and patient education are explored. Effects of drug therapy on health promotion, health maintenance, and restoration are emphasized. Current evidence about pharmacologic therapy medication administration will be discussed in relation to current practice. Emphasis will focus on the care of clients receiving medication across the life span and in culturally and socioeconomically diverse settings. Techniques involved in the calculation of drug dosages, regulation and maintenance of controlled substances, I.V. therapy and administration of medications in parenteral and non-parenteral forms are presented and practiced. Professional issues related to the role of the professional nurse in medication administration are explored.

#### **NUR 521A Pharmacology/Medication Administration LAB (0)**

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

*Concurrent requisite(s):* NUR 521

This course is the lab component of NUR 521

**NUR 521B Pharmacology/Medication Administration (4)**

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

*Concurrent requisite(s):* NUR 521A

This course examines mechanisms of drug action, indications, contraindications, adverse effects, and interactions of major contemporary drugs. Nursing interventions related to evaluation of drug appropriateness, administration, management of side effects/adverse effects, evaluation of effectiveness and patient education are explored. Effects of drug therapy on health promotion, health maintenance, and restoration are emphasized. Current evidence about pharmacologic therapy medication administration will be discussed in relation to current practice. Emphasis will focus on the care of clients receiving medication across the life span and in culturally and socioeconomically diverse settings. Techniques involved in the calculation of drug dosages, regulation and maintenance of controlled substances, I.V. therapy and administration of medications in parenteral and non-parenteral forms are presented and practiced. Professional issues related to the role of the professional nurse in medication administration are explored.

**NUR 531 Foundations of Nursing Research & Evidence Based Practice (3)**

*Prerequisite(s):* NUR 500, 501, 515, 521

*Corequisite(s):* NUR 503, 506, 511, 512

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 552E 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 531

*Corequisite(s):* NUR 504, 505, 514, 710

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)**

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)**

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):* NUR 701, 705, 706

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):* NUR 503, NUR 506, NUR 511, NUR 512, NUR 531

*Corequisite(s):* NUR 504, NUR 505, NUR 514, NUR 632

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)**

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)**

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)**

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)**

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)**

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)**

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)**

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)**

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)**

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)**

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 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 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)**

*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)***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 825 Doctor of Nursing Practice Independent Study (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, in consultation with the faculty member assigned to the independent study, identify an area of study, establish objectives, and agree to a learning contract for credits earned. 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.

**NUR 832 Doctor of Nursing Practice Project (6)***Prerequisite(s):* NUR 824

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

## PAS

**PAS 500 PA Profession: Evolving Issues in Medicine and Ethics (2)***Prerequisite(s):* Admission to the PA Program*Corequisite(s):* BIO 515/515A, BIO 520, BIO 525, PAS 505/505A, and PAS 510

This course introduces the student to the history of the PA profession and the role of the Physician Assistant in health care delivery. Additional topics include legal and health policy factors which affect clinical practice, professionalism issues, and ethical standards as well as professional and inter-professional relationships.

**PAS 505 Medical Interview and Physical Examination with Lab (3)***Prerequisite(s):* Admission to the PA Program*Corequisite(s):* BIO 515/515A, BIO 520, BIO 525, PAS 500 and PAS 510

This is a foundational PA course which will provide students with the essential skills to perform a comprehensive medical interview and physical examination. The course introduces the students how to properly perform a physical exam, to document the patient encounter, reinforcing utilization of correct medical terminology. This will be done using an organ system approach. Upon completion of this course, the student will perform and accurately document a comprehensive history & physical assessment.

**PAS 505A Medical Interview and Physical Examination (LAB) (0)***Concurrent requisite(s):* PAS 505

This course is the lab component of PAS 505

**PAS 510 Evidence Based Medicine and Population Health (2)***Prerequisite(s):* Admission to the PA Program*Corequisite(s):* BIO 515/515A, BIO 520, BIO 525, PAS 500 and PAS 505/505A

This course will serve as a foundational review of epidemiology and of evidence based medical research. Students will review trends in population medicine and analyze published medical studies before selecting patient education and prevention tools. By addressing additional topics, such as research bias, barriers to health literacy, statistical significance in a research study, students will begin to develop cultural competency in their approach to patient communications.

**PAS 530 Pharmacology I (3)**

*Corequisite(s):* PAS 535, PAS 540/540A, PAS 545/PAS 545A, and PAS 550

This is a foundational course which utilizes a clinical approach to pharmacology, emphasizing the fundamentals of drug absorption, distribution, metabolism and elimination. The course focuses on the relationship between drugs and receptors, adverse drug reactions, toxicity, indications and contraindications of drugs. Pharmaco-therapeutics with application to clinical patient scenarios is also incorporated in this course and aligned with the topics found in PAS 535 Principles of Medicine I.

**PAS 535 Principles of Medicine I (4)**

*Corequisite(s):* PAS 530, PAS 540/540A, PAS 545/545A and PAS 550

This course is an intensive study of the principles essential to the practice of primary care medicine. Utilizing a systems based approach, lectures will review the etiology, pathophysiology as well as introduce the clinical presentation, diagnostic evaluation and management of the outlined diseases in the following body systems: dermatology, EENT, hematology, immunology, endocrinology, cardiology and pulmonary, Through assigned readings, case based exercises and unit examinations, the PA student will develop a solid foundation of the clinical concepts essential for optimal patient care.

**PAS 540 Patient Assessment I with LAB (3)**

*Corequisite(s):* PAS 530, PAS 535, PAS 545/545A, and PAS 550

*Concurrent requisite(s):* PAS 540A

This course builds upon the student's previous physical assessment skills with the goal of developing competencies with specialty and focused physical exam assessment skills. Weekly specialty exams will be reviewed with complimentary written and presentation practice skills assigned. This will be done using an organ system approach. The learning experiences will focus development of a detailed and thorough problem focused history and physical examination over the spectrum of ages and clinical situations. This semester students will continue to develop the appropriate differential diagnosis and plan for further evaluation of an identified problem with accurate presentation of information in both written and oral forms. Standardized focused patient encounters will re-enforce clinical interviewing and physical exam skills to prepare each student for success in the clinical year.

**PAS 540A Patient Assessment I (LAB) (0)**

*Concurrent requisite(s):* PAS 540

This course is the lab component of PAS 540.

**PAS 545 Clinical Skills in Medicine I with LAB (2)**

*Corequisite(s):* PAS 530, PAS 535, PAS 540/540A, and PAS 550

*Concurrent requisite(s):* PAS 545A

This course introduces the Physician Assistant student to diagnostic testing, various clinical skills procedures and routine radiology tests utilized in clinical medicine. The content is sequenced to compliment topics in other MSJU PA course work. Students will gain insight about when to use, how to interpret as well as effectively utilize the clinical lab and radiology results. A practicum lab setting will allow students to perform various procedures as they correlate to routine care, and to identify or to treat a particular diagnosis.

**PAS 545A Clinical Skills in Medicine I (LAB) (0)**

*Concurrent requisite(s):* PAS 545

This course is the lab component of PAS 545

**PAS 550 Clinical Approach to Behavioral Health (2)**

*Prerequisite(s):* PAS 530, PAS 535, PAS 540/540A, PAS 545/545A

This course is an overview of behavioral health with an emphasis on a compassionate and comprehensive clinical approach. The goal is to equip students with a solid understanding of the presentation for behavioral health conditions as well as recognize the red flags for serious mental health diseases.

**PAS 555 Pharmacology II (3)**

*Corequisite(s):* PAS 560, PAS 565, PAS 570/570A, PAS 575/575A, and PAS 580



This course continues the PA student's study of clinical pharmacology. The course is aligned with the topics presented in Principles of Medicine II to emphasize and correlate the fundamentals of drug absorption, distribution, metabolism and elimination. The course focuses on the relationship between drugs and receptors, adverse drug reactions, toxicity, indications and contraindications of drugs. Pharmaco-therapeutics with application to clinical patient scenarios is also incorporated in this course.

**PAS 560 Principles of Medicine II (6)**

*Corequisite(s):* PAS 555, PAS 565, PAS 570/570A, PAS 575/575A and PAS 580

This course is an intensive study of the principles essential to the practice of primary care medicine. Utilizing a system based approach; lectures will review the etiology, pathophysiology as well as introduce the clinical presentation, diagnostic evaluation and management of the outlined diseases in the following body systems: gastrointestinal, hepato-renal disease, genitourinary, musculoskeletal, rheumatology, neurology, psychology, woman's health, ICU medicine and emergency medicine. Assigned readings, case based exercises and unit examinations will provide a solid foundation of the clinical concepts essential for optimal patient care.

**PAS 565 Clinical Decision Making (2)**

*Corequisite(s):* PAS 555, PAS 560, PAS 570/570A, PAS 575/575A and PAS 580

This pivotal course will provide the student with the essential tools to develop confidence in their clinical assessment ability. The goal is to apply and to integrate their medical knowledge into an appropriate differential diagnosis and subsequently determine the most likely diagnosis. Comprehensive care plans will be reviewed and revised to better equip each student with tools to address health literacy and other confounding issues.

**PAS 570 Patient Assessment II with LAB (3)**

*Corequisite(s):* PAS 555, PAS 560, PAS 565, PAS 575/575A, and PAS 580

*Concurrent requisite(s):* PAS 570A

This course builds upon the student's previous physical assessment skills with the goal of developing competencies with specialty and focused physical exam. Specialty exams will be reviewed with complimentary written and presentation practice skills assigned. Assessment for a sports physical, occupational medicine, and fall risk evaluation will be introduced. Assessment of patients in various stages of life will be reviewed such as an evaluation of an older adult, pregnant patients & pediatric population. Documentation skills within varied clinical settings will be reinforced. Health literacy, cultural competency, patient counseling will be interwoven in this final semester. Standardized focused patient encounters will re-enforce clinical interviewing and physical exam skills to prepare each student for success in the upcoming clinical year.

**PAS 570A Patient Assessment II (LAB) (0)**

*Concurrent requisite(s):* PAS 570

This course is the lab component of PAS 570

**PAS 575 Clinical Skills in Medicine II with LAB (2)**

*Corequisite(s):* PAS 555, PAS 560, PAS 565, PAS 570/570A, and PAS 580

*Concurrent requisite(s):* PAS 575A

This course continues the development of each Physician Assistant student's clinical skills and radiographic interpretation ability. The content is sequenced to compliment topics in other MSJU PA course work. Students will gain insight about when to use, how to interpret as well as effectively utilize the clinical labs and radiology result. The topic focus will be surgical, orthopedic, neurologic care and critical care concepts. A practicum lab setting will allow students to perform various procedures as they correlate to routine care or to the diagnosis and treatment of a particular diagnosis.

**PAS 575A Clinical Skills in Medicine II (LAB) (0)**

*Concurrent requisite(s):* PAS 575

This course is the lab component for PAS 575

**PAS 580 Nutrition and Preventive Medicine Across the Life Span (2)**

*Corequisite(s):* PAS 555, PAS 560, PAS 565, PAS 570/570A and PAS 575/575A

This course will highlight prevention and nutrition guidelines spanning from pre-natal recommendations to end of life care. By focusing on a patient's age, the student will develop and apply patient education and prevention strategies. This course will integrate previous PA course work with a goal to improve prevention, patient safety and healthy life-style compliance. Health literacy, ethical care and cultural awareness will highlight the need to revise clinical recommendations based upon the individual patient.

**PAS 600 Family Medicine I (5)**

Under the guidance of a qualified preceptor, this course will allow the student to provide care for the Family Medicine patient. This course will ensure that students are exposed to common disorders and procedures that are encountered in the Family Medicine setting. The course will take place in the urgent care setting, outpatient clinic, inpatient hospital setting and/or nursing home. The rotation will provide opportunities for the student to be responsible for patients of all ages, from the initial visit through possible hospitalization and follow-up. The student will have the opportunity to obtain a medical history, perform physical exams, develop a differential diagnosis, order/interpret appropriate diagnostic studies, propose a treatment plan, perform common procedures, and provide patient education on diagnosis, prevention and health maintenance of disease processes. This rotation will provide exposure to common clinical skills and procedures that are specific to Family Medicine.

**PAS 605 Family Medicine II (5)**

Under the guidance of a qualified preceptor, this course will allow the student to provide care for the Family Medicine patient. This course will ensure that students are exposed to common disorders and procedures that are encountered in the Family Medicine setting. The course will take place in the urgent care setting, outpatient clinic, inpatient hospital setting and/or nursing home. The rotation will provide opportunities for the student to be responsible for patients of all ages, from the initial visit through possible hospitalization and follow-up. The student will have the opportunity to obtain a medical history, perform physical exams, develop a differential diagnosis, order/interpret appropriate diagnostic studies, propose a treatment plan, perform common procedures, and provide patient education on diagnosis, prevention and health maintenance of disease processes. This rotation will provide exposure to common clinical skills and procedures that are specific to Family Medicine.

**PAS 610 Internal Medicine (5)**

Under the guidance of a qualified preceptor, this course will allow the student to provide care for the Internal Medicine patient. This course will ensure that students are exposed to common disorders and procedures that are encountered in the Internal Medicine setting. The course will take place in the outpatient clinic, inpatient hospital setting, long term care facility and/or intensive care unit. The rotation will provide opportunities for the student to be responsible for adult and geriatric patients from the initial visit through possible hospitalization and follow up. The student will have the opportunity to obtain a medical history, perform physical exams, develop a differential diagnosis, order/interpret appropriate diagnostic tests, propose a treatment plan, and provide patient education on diagnosis, prevention and health maintenance of disease processes. This rotation will provide exposure to common clinical skills and procedures that are specific to Internal Medicine.

**PAS 620 Emergency Medicine (5)**

Under the guidance of a qualified preceptor, this course will allow the student to provide care for the Emergency Medicine patient. This course will ensure that students are exposed to common disorders and procedures that are encountered in the Emergency Medicine setting. The course will take place in the urgent care or emergency department. The rotation will provide opportunities for the student to be responsible for patients of all ages, from the initial visit through possible hospitalization. The student will have the opportunity to obtain medical histories, perform physical exams, develop a differential diagnosis, order/interpret appropriate diagnostic tests, perform common procedures, propose a treatment plan, and provide patient education on diagnosis and treatment of disease processes. This rotation will provide exposure to common clinical skills and procedures that are specific to Emergency Medicine.

**PAS 630 General Surgery (5)**

Under the guidance of a qualified preceptor, this course will allow the student to provide care for the General

Surgery patient. This course will ensure that students are exposed to common disorders and procedures that are encountered in the General Surgery setting. The course may take place in the outpatient clinic, freestanding surgical center, operating room and/or inpatient hospital setting. The rotation will provide the opportunity for the student to be responsible for patients of all ages, from the initial visit through possible hospitalization and follow-up (including pre-operative, intra-operative and post-operative care). The student will have the opportunity to obtain medical histories, perform physical exams, develop a differential diagnosis, order/interpret appropriate diagnostic tests, propose a treatment plan, perform common procedures, and provide patient education on diagnosis, prevention and health maintenance of disease processes. This rotation will provide exposure to common clinical skills and procedures that are specific to General Surgery.

**PAS 640 Pediatrics (5)**

Under the guidance of a qualified preceptor, this course will allow the student to provide care for the Pediatric patient. This course will ensure that students are exposed to common disorders and procedures that are encountered in the Pediatric Medicine setting. The course will take place in the outpatient clinic and/or inpatient hospital setting. The rotation will provide opportunities for the student to be responsible for patients aged 0-18, from the initial visit through possible hospitalization and follow-up. The student will have the opportunity to obtain medical and family histories, perform physical exams, develop a differential diagnosis, order/interpret appropriate diagnostic tests, propose a treatment plan, perform common procedures and provide patient/family education on diagnosis, prevention and health maintenance of disease processes. This rotation will provide exposure to common clinical skills and procedures that are specific to Pediatric Medicine.

**PAS 650 Behavioral Health (5)**

Under the guidance of a qualified preceptor, this course will allow the student to provide care for the Behavioral Medicine patient. This course will ensure that students are exposed to common disorders encountered in the Behavioral Medicine setting. The rotation may take place in the outpatient clinic, group home, schools, prison and/or inpatient hospital setting. The rotation will provide opportunities for the student to be responsible for patients of various ages, from the initial visit through possible hospitalization and follow-up. Students will participate in activities of this rotation such as lectures, case management meetings, and group therapy sessions as directed by the preceptor. The student will have the opportunity to observe/perform intake exams, develop a differential diagnosis, order/interpret appropriate diagnostic tests, propose a treatment plan, and provide patient education on diagnosis, prevention, and health maintenance of disease processes.

**PAS 660 Women's Health (5)**

Under the guidance of a qualified preceptor, this course will ensure that students are exposed to common disorders and procedures that are encountered in the Women's Health setting. The course will take place in the outpatient clinic, inpatient hospital setting and/or operating room. The rotation will provide opportunities for the student to be responsible for adult and geriatric patients, from the initial visit through possible hospitalization and follow-up. This rotation will focus on general gynecologic health as well as routine pre-natal care. The student will have opportunity to obtain histories, perform physical exams, develop a differential diagnosis, order/interpret appropriate diagnostic tests, propose a treatment plan, perform common procedures, and provide patient education on diagnosis, prevention and health maintenance of disease processes. This rotation will provide exposure to common clinical skills and procedures that are specific to Women's Health.

**PAS 670 Orthopedics (5)**

Under the guidance of a qualified preceptor, this course will allow the student to provide care for the orthopedic patient. This course will ensure that students are exposed to common disorders and procedures that are encountered in the orthopedic setting. The course will take place in the outpatient clinic, urgent care setting, inpatient hospital setting and/or nursing home. The rotation will provide opportunities for the student to be responsible for patients of all ages, from the initial visit through possible hospitalization and follow-up. The student will have the opportunity to obtain a medical history, perform physical exams, develop a differential diagnosis, order/interpret appropriate diagnostic studies, propose a treatment plan, perform common procedures, and provide patient education on diagnosis, prevention and health maintenance

of orthopedic injuries and disease processes. This rotation will provide exposure to common clinical skills and procedures that are specific to orthopedics.

**PAS 700 Elective Clinical Experience I (5)**

Under the guidance of a qualified preceptor, this course will allow the student to provide care for patients in a clinical setting tailored to the student's particular interest. Approved supervised clinical experiences may be completed in any medical or surgical specialty. The student has discretion in selecting his/her elective and may design their own elective experience or choose from multiple disciplines after consulting with their faculty advisor and Clinical Director. All elective rotations must subsequently be approved by the Clinical or Program Director. This course will ensure that students are exposed to common disorders and procedures that are encountered in that particular discipline. The experience may take place in the outpatient clinic, inpatient hospital setting, and/or other approved settings. The rotation will provide opportunities for the student to learn about a specific disease process in great detail and to complete a written paper describing that disease, its diagnosis, treatment and prognosis utilizing evidence based medicine.

**PAS 705 Elective Clinical Experience II (5)**

Under the guidance of a qualified preceptor, this course will allow the student to provide care for patients in a clinical setting tailored to the student's particular interest. Approved supervised clinical experiences may be completed in any medical or surgical specialty. The student has discretion in selecting his/her elective and may design their own elective experience or choose from multiple disciplines after consulting with their faculty advisor and Clinical Director. All elective rotations must subsequently be approved by the Clinical or Program Director. This course will ensure that students are exposed to common disorders and procedures that are encountered in that particular discipline. The experience may take place in the outpatient clinic, inpatient hospital setting, and/or other approved settings. The rotation will provide opportunities for the student to learn about a specific disease process in great detail and to complete a written paper describing that disease, its diagnosis, treatment and prognosis utilizing evidence based medicine.

**PAS 710 Summative Evaluation (4)**

This course represents the final phase of the PA program and is offered annually following the completion of the program required clinical practice experiences prior to graduation. The purpose of this course is to assure that each student meets the competencies of the Physician Assistant profession. The faculty will assess each individual's medical knowledge, interpersonal skills, patient care and professionalism to assure it is satisfactory for entry into the profession. The course consists of lectures, written examinations, clinical skill demonstrations, and evaluations utilizing standardized patients in clinical simulation settings.

## PHI

**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

**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****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.

**PT 603 Surface Anatomy (1)**

This course is exploration of the human musculoskeletal and peripheral nervous systems. Superficial and deep palpable anatomical features will be explored while students develop their palpation skills to locate bony landmarks muscles, tendons, joints, ligaments, peripheral nerves 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, pulmonary, and musculoskeletal 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

This course introduces the students to the principles and application of basic patient care skills, including positioning/draping, bed mobility, transfers, gait training, infection control, body mechanics, OSHA safe patient handling, basic wheelchair measurement and mobility, and documentation. Emphasis is placed on developing critical thinking skills necessary to select and perform basic patient care skills on a varied patient population safely and effectively.

**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 dysfunction s 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 Research in PT I (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.

**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.

**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 (3)**

*Concurrent requisite(s):* PT 722A

This course is the first of two courses that review the fundamentals of neuroscience as it relates to neurologic function/dysfunction, including motor control and motor learning, normal/abnormal control of movement, and clinical presentation of common neurologic dysfunctions. Emphasis is placed on evaluation and intervention techniques for patients with neurological dysfunction requiring physical therapy intervention.

**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 (3)***Concurrent requisite(s):* PT 725A

This course is the second of two courses that reviews the fundamentals of neuroscience as it relates to neurologic function/dysfunction, including clinical presentation, medical management, and evaluation and intervention techniques. 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 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)***Concurrent requisite(s):* PT 745A

This course focuses on both knowledge and related skills needed for working with special populations. The topical areas include, but are not limited to women's and men's health, orthotics and prosthetics, work hardening, 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

Course description as stated in PT 745

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

This course introduces students to the 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 current research, family centered care, and current motor control/motor learning applied to the 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 terminal clinical experience. 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 II (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 terminal clinical experience, consulting, political issues, and 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 terminal clinical experiences, 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 III (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 Clinical Education Experience 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 Clinical Education Experience 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 Clinical Education Experience 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 Clinical Education Experience IV (5)**

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

## RDG

**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 515 Foundations of Effective Reading Instruction (3)**

The Foundations of Literacy Effective Reading Instruction course provides a scientifically-based foundation in the cognitive, socio-cultural, linguistic, and motivational influences on literacy and language development. The course presents the key scientifically-based reading research foundations needed to understand how reading develops and effective methods and strategies used to teach literacy skills to children through young adults. Topics include understanding reading research, language development, the sequence of learning to read, the essential components of reading instruction, and an introduction to the most effective approaches to reading across the grade bands.

**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 531 Comprehension Instruction (3)**

*Prerequisite(s):* RDG 515

RDG 531 is a comprehensive introduction to the development of core aspects of reading: fluency, vocabulary and comprehension. Along with these core aspects of reading, major skill domains that contribute to the development of written expression are explored. Principles of explicit and systematic instruction of these core aspects of reading and writing are introduced and practiced.

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

*Prerequisite(s):* RDG 530

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

**RDG 535 Assessment and Intervention of Reading (3)**

*Prerequisite(s):* RDG 515 or RDG 530

This course will address the use of formal and informal assessment procedures used to design robust reading instruction/intervention for children in preschool through middle school. Additionally, research based reading interventions will be explored and analyzed.

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

*Prerequisite(s):* RDG 505 or 530 or RDG 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, RDG 530, RDG 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 591B Practicum in Evidence-Based Reading Instruction Continued Orton Gillingham Implementation (0)**

*Prerequisite(s):* RDG 505, RDG 530, RDG 538, RDG 591

This practicum course will require continued instruction of the individual child from the RDG 591 practicum, using the Orton Gillingham instructional method. Key learning outcomes for this course include: continued planning and implementation of Orton Gillingham instructional lessons, monitoring student growth, and working collaboratively with a supervisor to refine and improve instructional skills.

**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 594 Advanced Evidence Based Practicum for Dyslexia Certificate (3)**

*Prerequisite(s):* RDG 591, RDG 591B

*Corequisite(s):* RDG 532

The purpose of this field experience is to support students' implementation of systematic, explicit instruction that emphasizes the structure of language across the speech sound system (phonology), the writing system (orthography), the structure of sentences (syntax), the meaningful parts of words (morphology), the relationships among words (semantics), and the organization of spoken and written discourse. This practicum is a requirement for the Dyslexia Certificate.

## REL

**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 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 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 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

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

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

**RPS 512 Pastoral Practicum (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 deepening 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 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 every day 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 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 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 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 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 571 Disabling Theology (3)**

*New Course*

Using a practical theological method that dialogues between theology and experience, this course explores the social injustice of ableism, as well as the search for the common good, in relationship to persons who are differently abled in body, mind, and/or psyche. Particular attention is paid to theological resources and their personal and professional implications for ministry.

**RPS 572 Hands Up, Don't Shoot: Practical Theology for Racial Justice (3)**

*New Course*

This course examines the social injustices of racism and ethnocentrism from theological perspectives. Methods of practical theology are used to develop reflexive theological habits for critical analysis and social action.

**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 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.

## SED

### **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 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 Special Education (3)**

*Prerequisite(s):* SED 515, EDU 501, SED 521 and Graduate Admission

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 Graduate Admission

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 Special Education (M/I) (3)**

*Prerequisite(s):* SED 515, EDU 501, and Graduate Admission

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 Special Education Practicum Level I (1)**

*Prerequisite(s):* Graduate Admission

This introductory field experience provides the intervention specialist teacher candidate with hands-on ex-

perience in designing, implementing and evaluating lessons designed to address the unique needs of students with disabilities in secondary environments.

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

*Prerequisite(s):* Graduate Admission, 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 Special Education Practicum Level III (1)**

*Prerequisite(s):* Graduate Admission

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 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 611 Curriculum & Methods for 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 630 Teaching in an Inclusive Setting (3)**

This course focuses on the skills teachers need to fully integrate students with special needs into general education settings. Models of teacher consultation and collaboration for instructional purposes and methods to modify teaching techniques, course content, materials, and grading procedures to accommodate students with special needs in inclusive classrooms are covered. A 25-hour field component in an inclusive education setting is included.

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

*Prerequisite(s):* SED 515, EDU 501, and Admission to the Special Education or ECE 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 642 SED Apprenticeship I (1)**

*Prerequisite(s):* SED 515, RDG 515, EDU 501

The first apprenticeship provides an in-depth field experience in a special education setting throughout the first academic quarter. Students collaborate with a mentor teacher 28-30 hours per week in a partner school. The apprenticeship entails supervised teaching in a special education setting to facilitate the teacher candidate's ability to instruct students in the skills related to all subject areas of the curriculum, including literacy, mathematics, science, and social studies. Issues especially related to fluency, reading comprehension,

and behavioral issues are embedded with apprenticeship assignments.

**SED 643 SED Second Apprenticeship II (1)**

*Prerequisite(s):* SED 515, RDG 515, EDU 501, SED 642, and SED 521

The second apprenticeship provides an in-depth field experience in a special education setting throughout the second academic quarter. Students collaborate with a mentor teacher 28-30 hours per week in a partner school. The apprenticeship entails supervised teaching in a special education setting to facilitate the teacher candidate's ability to instruct students in the skills related to all subject areas of the curriculum, including literacy, mathematics, science, and social studies. Issues especially related to fluency, reading comprehension, and behavioral issues are embedded with apprenticeship assignments.

**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.

**SED 680 Foundations and Research of Gifted Education (3)**

This course is a study of leadership and systems change. Students will explore what leadership is, characteristics of effective leaders, and reflect upon their own skills, knowledge, and disposition as leaders. Emphasis will be placed on understanding how to lead systems change to create inclusive educational environments for all students.

This course focuses on establishing a basic foundation for teachers who work with students who are gifted: academically and intellectually. Foundations and Research is designed in accordance with the National Association of Gifted Children standards and the Ohio Gifted Intervention Specialist Endorsement standards and will establish theory, philosophy, legislation, theory and trends in Gifted Education. Ultimately, students will critically assess such philosophies, practices, and theory and apply and evaluate their effectiveness and impact in today's classroom.

**SED 681 Underrepresented Populations of Gifted Students (3)**

This course focuses on high-ability students from underserved populations including those who are limited English proficient, disabled, or from minority or low-income backgrounds. We will explore the issues of race, class, gender, and disability status as they interact with the construct of giftedness. Finally we will examine the obstacles to identifying students from diverse backgrounds, learning characteristics and behaviors of underrepresented gifted populations, and equitable and unbiased assessments

**SED 682 Curriculum and Instruction of Gifted Students (3)**

*Prerequisite(s):* SED 680

This course focuses on current theory and principles of differentiation and specific strategies that adapt instruction in order to meet the characteristics of gifted learners. Specific differentiation strategies that relate to student differences with high levels of ability are applied in the classroom setting.

**SED 683 Creativity and Critical Thinking in Gifted Education (3)**

*Prerequisite(s):* SED 682

This course focuses on theories, research, practical strategies and resources on creativity and critical thinking,

with an emphasis on specific teaching exercises and lesson plans, and sources for additional materials for developing creativity and critical thinking with gifted learners.

### **SED 684 Leadership and Coordination of Gifted Education Programs (3)**

*Prerequisite(s):* SED 682

This course is designed to develop an understanding of program policy, administration and evaluation related to gifted education. State policy and regulations regarding identification, programming, education plans, and funding will be addressed. Advocacy and communication, professional development and in-service design will be examined to further the development of a school program.

## **SOC**

### **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.

### **Athletic Training**

Master of Athletic Training  
(Department of Athletic Training, School of Health Sciences)

### **Business**

Master of Business Administration  
(Department of Business Administration, School of Business)

### **Education**

Master of Arts  
Major in Education  
Special education, reading science  
(Department of Graduate Education, School of Education)

### **Major in Teaching**

Concentrations in early childhood education, middle childhood education, adolescent to young adult education, special education, multi-age education.  
(Department of Graduate Education, School of Education)

### **Nursing**

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

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

### **Organizational Leadership**

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

### **Physical Therapy**

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

### **Physician Assistant**

Masters in Physician Assistant Studies  
(Department of Physician Assistant Studies, School of Health Sciences)

### **Religious Studies**

Master of Arts in Religious Studies  
Concentration in spirituality and wellness  
(Department of Liberal Arts, 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.capteonline.org](http://www.capteonline.org).

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, 655 K Street, NW, Suite 750, Washington DC 20001, (202) 887-6791, Fax (202) 887-8476. 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 Department of Higher Education..

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted **Accreditation-Provisional** status to the **Mount St. Joseph University Physician Assistant Program** sponsored by **Mount St. Joseph University**.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the *Standards* as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

## Faculty

### Office of the Provost

DAVIS, DIANA, Ph.D.  
Ph.D., Colorado State University  
Provost

CRABBE, HEATHER, J.D.  
B.S., Western Kentucky University; J.D., NKU Chase College of Law  
Associate Provost for Academic Support

CURRIE, CHRISTA, Ph.D.  
Ph.D., University of Cincinnati  
Associate Provost of Academic Affairs

### School of Arts and Humanities

SONTAG, MICHAEL, Ph.D.  
Ph.D., University of Cincinnati; B.A., University of Cincinnati  
Dean of Arts & Humanities

AMANKWAH, REV. JOHN, Ph.D.  
Ph.D., M.A., M.A., Duquesne University  
Associate Professor  
Communication and New Media Studies

BARKLEY, ELIZABETH BOOKSER, Ph.D.

Ph.D., University of Cincinnati; M.A., St. Louis University; B.A., College of Mount St. Joseph  
Professor, English, and Chair  
Liberal Arts

BODLE, ROBERT, Ph.D.

Ph.D., University of Southern California; M.A., Arizona State University; B.A., University of California,  
Santa Cruz  
Professor  
Communication and New Media Studies

BRINKSMEIER, ULLI, M.M.

M.M., The Juilliard School of Music  
Associate Professor  
Music

CREWS, LISA, Ph.D.

Ph.D., Ohio University, M.A., University of Denver, B.A., Wittenberg University  
Chairperson and Assistant Professor  
Communication and New Media Studies

GRANNAN, KURT, M.F.A.

B.F.A., Columbus College of Art and Design, M.F.A., University of Cincinnati  
Associate Professor  
Art & Design

GRIFFITH, JOHN, M.Ed.

M.Ed., Instructional Technology AIU; B.S., Rochester Institute of Technology  
Chair of Art & Design  
Art & Design

HILLARD, JEFF, M.F.A., M.A.

M.F.A., Warren Wilson College; M.A., University of Colorado; B.S., University of Cincinnati  
Professor, English  
Liberal Arts

LLOYD, CRAIG, M.F.A.

M.F.A., University of Cincinnati; B.F.A., Wright State University  
Professor  
Art & Design

LYNCH, TIM, Ph.D.

Ph.D., Miami University; M.A., B.A., Xavier University  
Professor, History  
Liberal Arts

MASON, ELIZABETH, Ph.D.

Ph.D., Case Western Reserve University; M.F.A., Bowling Green State University; B.A., Michigan State  
University  
Associate Professor, English  
Liberal Arts

MCCAFFERTY, MARK, M.M.

M.M., Morehead State University, B.M., Morehead State University  
Chairperson and Director of Bands  
Music



MORRIS, JENNIFER, Ph.D.  
Ph.D, Miami University  
Professor, History  
Liberal Arts

PREWITT-DAVIS, ELIJAH, Ph.D.  
Ph.D., Drew University  
Assistant Professor, Religious Studies  
Liberal Arts

RIVERS, JOSEPH, M.M.  
M.M. Music Education, College-Conservatory of Music; B.M.E. Morehead State University  
Director of Choral Activities  
Music

ROBINSON, PETER M., Ph.D.  
Ph.D., Miami University; M.A., Miami University; B.S.Ed. Miami University  
Professor, History  
Liberal Arts

SHANNON, DREW, Ph.D.  
Ph.D., University of Cincinnati; M.A., University of Cincinnati; B.A., Xavier University  
Associate Professor, English  
Liberal Arts

SPOOR, IRIS, Ph.D.  
Ph.D., University of Cincinnati; B.A., Thomas More College  
Assistant Professor, Philosophy  
Liberal Arts

TROKAN, JOHN, D.Min.  
D. Min., University of St. Mary of the Lake, M.A., Marquette University  
Associate Professor and Program Director of Religious and Pastoral Studies  
Liberal Arts

WALTER, LOYOLA, M.F.A.  
M.F.A., University of Cincinnati; B.A., Bellarmine College  
Associate Professor  
Art & Design

WHEELER, LINDA, Ph.D.  
Ph.D., M.A., B.A., The Ohio State University  
Associate Professor  
Communication and New Media Studies

WHITE, RON, Ph.D.  
B.A., Eastern Kentucky University; M.A., University of Kentucky; Ph.D., University of Kentucky  
Professor, Philosophy  
Liberal Arts

## School of Behavioral and Natural Sciences

KRITSKY, GENE, Ph.D.

Ph.D, M.S., University of Illinois; B.A., Indiana University  
Dean of Behavioral & Natural Sciences

BODLE, JIM, Ph.D.

Ph.D., Miami University  
Professor  
Psychology

BROWN, MARIA, Ph.D.

Assistant Professor  
Biology

CARTER II, JAMES (JW), Ph.D.

Ph.D., University of Cincinnati, M.S., Marshall University  
Chairperson and Associate Professor  
Criminology and Criminal Justice

CRANE, SUSAN, M.A.T.

M.A.T., Western Carolina University; B.S., Warren Wilson College  
Instructor  
Chemistry

CRISLER, GLENN, Ph.D.

A.A., Copiah-Lincoln Community College; B.S., Mississippi State University; Ph.D., Mississippi State University  
Assistant Professor  
Chemistry

CROWE, KELLY, Ph.D.

Ph.D., The Ohio State University; M.S., Missouri State University; B.A., Drury University  
Assistant Professor  
Biology

DO AMARAL, CLARA, PhD

B.S., University of Lisbon, Portugal; M.S., Western Kentucky University; Ph.D., Miami University  
Assistant Professor  
Biology

FISCHER, MARK, Ph.D.

B.A., Kalamazoo College; Ph.D., The University of Michigan  
Professor, Physics  
Chemistry

FLEMING, MARY KAY, Ph.D.

Ph.D., University of Cincinnati  
Professor  
Psychology

GIBSON, DENNIS, M.S.

M.S., University of Cincinnati, B.S., University of Kentucky  
Computer Science Program Director and Assistant Professor  
Mathematics/Computing

HAWKINS, ROXANA, M.S.S.W., LISW-S, LICDC  
M.S.S.W., University of Louisville; B.A., Murray State University  
Director of Field Education and Assistant Professor  
Sociology and Social Work

HENSON, BILLY, Ph.D.  
Assistant Professor  
Criminology and Criminal Justice

HOTZ, RICHARD, Ph.D.  
B.A., Rutgers University; Ph.D., North Carolina State University  
Associate Professor  
Chemistry

JOHNSON, ERIC, Ph.D.  
B.S., Xavier University; Ph.D., University of Cincinnati  
Chairperson and Associate Professor  
Chemistry

KRUEGER, DENISE, Ph.D.  
Ph.D., M.S., Virginia Tech  
Associate Professor  
Mathematics

LAWSON, TIM, Ph.D.  
Ph.D., Miami University  
Chairperson and Professor  
Psychology

MANDELLA, WILLIAM, M.S.  
M.S., B.A., University of New Orleans  
Instructor  
Mathematics

MCDONOUGH, TRACY, Ph.D.  
Ph.D., Bowling Green State University  
Professor  
Psychology

MERRICK, TOM, M.A.  
M.A., B.S., University of Kentucky  
Interim Chairperson and Instructor  
Mathematics

MILLER, DOUG, M.Ed.  
M.Ed., Xavier University; B.A., Berea College  
Instructor  
Biology

MURRAY, ELIZABETH, Ph.D.  
Ph.D., University of Cincinnati; B.S., College of Mount St. Joseph  
Professor  
Biology

RASMUSSEN, ANDREW, Ph.D.  
Ph.D., Emory University; B.S. Nebraska Wesleyan University  
Chair and Associate Professor  
Biology

RIVOLTA, PIERRE, Ph.D., CFE  
Ph.D., Sam Houston State University; M.Law, University of Lausanne in Switzerland  
Assistant Professor  
Criminology and Criminal Justice

ROSENDALE, ANDREW, Ph.D.  
Ph.D., Miami University; M.S., Miami University; B.S., Marietta College  
Assistant Professor  
Biology

SIMON, RICHARD, Ph.D.  
Ph.D., Pennsylvania State University; M.A., Pennsylvania State University. B.A., Oakland University.  
Assistant Professor  
Sociology and Social Work

TAGGART, GEORGANA, J.D.  
J.D., Salmon P. Chase College of Law; M.Ed., Xavier University  
Chairperson and Professor  
Legal Studies

TITUS, JAMIE, Ph.D.  
Ph.D., University of Cincinnati College of Medicine; B.S., The Ohio State University  
Associate Professor  
Chemistry

WITHROW, JENNIFER, Ed.D., M.S.W.  
Ed.D., Northern Kentucky University; M.S.W., University of Oklahoma; B.S.W., Northern Kentucky University  
Chair & Program Director, Assistant Professor  
Sociology and Social Work

## **School of Business**

RASHED, JAMAL, Ph.D.  
Ph.D., Dedman College, Southern Methodist University  
Dean

GOLDHAHN, ANNA, Ph.D., M.B.A.  
Ph.D., Miami University; M.B.A., Xavier University; M.A., Miami University; B.A., Carroll College  
Assistant Dean & Director of Graduate Programs

CARTER, JOHN, M.B.A.  
M.B.A., Xavier University  
Instructor  
Business

EDWARDS, MARY ANN, D.B.A.

D.B.A., University of Sarasota; M.B.A, M.A., University of Cincinnati; B.S. Xavier University  
Associate Professor  
Business

HASAN, FATIMA, Ph.D.

Ph.D., University of Kansas; M.A., Warrington College of Business Administration, University of Florida;  
M.B.A., Lahore School of Economics; B.S., Kinnaird College for Women (Punjab University)  
Assistant Professor  
Business

HOULETTE, MISSY, Ph.D.

Ph.D., University of Delaware; B.A., Miami University  
Associate Professor  
Organizational Leadership

KRONCKE, CHARLES, Ph.D.

Ph.D., Auburn University  
Chairperson and Professor  
Business

LADD, DARIN, Ph.D.

Ph.D., Washington State University; M.S., AF Institute of Technology; B.S., USAF Academy  
Assistant Professor  
Business

MOHAMMAD, DANNA, M.Acc.

M.Acc., Northern Kentucky University; B.S., B.A., University of Cincinnati  
Assistant Professor  
Accounting

VERALDO, CYNTHIA, Ed.D.

Ed.D., University of Cincinnati; M.S., Miami University; B.A., Miami University  
Associate Professor  
Sport Management

WALDECK, NANCY, Ph.D.

M.A., Ph.D., Ohio State University  
Associate Professor  
Business

YOST, DAN, J.D.

J.D. Syracuse University College of Law; M.A., Gonzaga University; B.A. University of Arkansas  
Chairperson and Assistant Professor  
Sport Management

## School of Education

SAYLOR, LAURA, Ph.D.

Ph.D., University of Cincinnati, M.Ed., Xavier University  
Dean of Education, Associate Professor

AIELLI, MARIA, M.A.  
M.A., Mount St. Joseph University  
Instructor  
Graduate Education

BINDIS, MICHAEL, PhD.  
Ph.D., Miami University, M.A.Ed, Baldwin-Wallace University, B.S., University of Mount Union  
Associate Professor  
Undergraduate Education

COLLIER, HARRISON, M.Ed.  
M.Ed., B.A., B.A., B.S.Ed., Miami University (Oxford, OH)  
Chair and Director of Accreditation, Assessment, and Clinical Experiences  
Undergraduate Education

CORBO, ELIZABETH, Ed.D.  
Ed.D., University of Cincinnati; M.S.Ed., Xavier University  
Assistant Professor  
Graduate Education

MALTINSKY, JAN, M.Ed.  
M.Ed.  
Clinical Faculty  
Graduate Education

MURDOCH, AMY, Ph.D.  
Ph.D., University of Cincinnati  
Associate Professor, Reading Science Program Director, and Chair  
Graduate Education

SCHMITS, KENNETHA, M.A., CDT  
M.A., Mount St. Joseph University  
Instructor, Graduate Program Director for Early Childhood and Special Education  
Graduate Education

SHIBINSKI, CYNTHIA, M.A.  
B.S., M.A., Ball State University  
Instructor  
Undergraduate Education

STRICKLER, WENDY, Ph.D.  
Ph.D., University of Cincinnati; M.Ed., University of Cincinnati; B.A., McGill University  
Assistant Professor  
Graduate Education

VANWASSENHOVE, ELIZABETH, M.Ed  
M.Ed, Xavier University; B.S., Xavier University  
Instructor  
Undergraduate Education / Graduate Education

## School of Health Sciences

VALE, DARLA, Ph.D., RN, CCRN-K  
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Dean of Health Sciences

HINZMAN, NANCY, D.N.P., RN  
D.N.P., University of Cincinnati; M.S.N., Indiana University/Purdue University in Indianapolis; B.S.N.,  
Duke University  
Assistant Dean, Associate Professor  
Nursing

BAYLISS, JAMIE, PT, M.P.T., D.H.Sc.  
D.H.Sc., University of Indianapolis; M.P.T., B.S., College of Mount St. Joseph  
Assistant Professor and Director of Clinical Education  
Physical Therapy

BOLDEN, STEPHANIE, D.N.P., RN  
D.N.P., Chamberlin University College of Nursing; M.S.N., Grand Canyon University; B.S.N., University of  
Cincinnati  
Assistant Professor  
Nursing

CAFFERTY, PATRICK, MPAS, PA-C, CPCO, DFAAPA, FAAPM  
MPAS, University of Nebraska; PA-C, University of Kentucky; BS, University of Maryland  
Chair & Program Director  
Physician Assistant Studies

CARMOSINO, JORDAN, MS, AT, ATC  
B.S., Mount St. Joseph University; M.S., Indiana Wesleyan University  
Instructor  
Athletic Training

CHARLES-LISCOMBE, BC, Ed.D., LAT, ATC  
Ed.D., University of North Carolina - Greensboro; M.S., Indiana University-Bloomington; B.S., Guilford  
College  
Chairperson and Associate Professor  
Athletic Training

CLEPHANE, KRISTIN, D.N.P., RN, CPN  
D.N.P., Northern Kentucky University; M.S.N., Walden University; B.S.N., University Of Cincinnati  
Assistant Professor, MSN/DNP Program Director  
Nursing

DEHNER, LISA, Ph.D., PT  
B.S., Northeastern University, Ph.D., Virginia Commonwealth University/Medical College of Virginia  
Chairperson and Professor  
Physical Therapy

EBERWINE, JULIA, Ph.D., R.N., CCRN-K, PCCN-K  
Ph.D., University of Cincinnati; M.S.N., University of Phoenix; B.S.N., Miami University  
Assistant Professor  
Nursing

EIFERT-MANGINE, MARSHA, Ed.D., PT, ATC, CERT  
BS, Thomas More College; BS, Washington University; M.Ed., University of Cincinnati; Ed.D, University of Cincinnati  
Associate Professor  
Physical Therapy

GALLO, MELISSA, M.S.N.  
M.S.N., Mount St. Joseph University  
Instructor  
Nursing

GARDNER, JAMIE, M.S.N., M.Ed., RN  
M.S.N., M.Ed., Xavier University; B.S.N., A.D.N., University of Cincinnati  
Assistant Professor  
Nursing

GARRETT, JEN, MPAS, PA-C  
M.P.A.S., University of Nebraska; B.S., Butler University; B.S., Manchester College  
Clinical Director  
Physician Assistant Studies

GETZ, KERRI, M.S.N., RN, CCRN-K, PCCN-K, CNE  
M.S.N., Western Governors University; B.S.N., Indiana Wesleyan University  
Instructor, BSN Program Director  
Nursing

GLANKLER, DONNA, D.N.P., RN, CNE  
D.N.P., Samford University; M.S.N., University of Cincinnati; B.S.N., College of Mount St. Joseph; Diploma, Good Samaritan Hospital School of Nursing  
Assistant Professor  
Nursing

HEHEMAN, CARRIE, D.N.P., RN  
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Assistant Professor/Simulation Lab Coordinator  
Nursing

HEINRICH, CHRISTINA, D.P.T., PT, Board Certified Orthopedic Clinical Specialist  
D.P.T., Shenandoah University; M.P.T., B.S., College of Mount St. Joseph  
Instructor  
Physical Therapy

HILTZ, STEFANIE, D.N.P., APRN, ACNP-BC, CNE  
D.N.P., B.S.N., Mount St. Joseph University; M.S.N., University of Cincinnati  
Assistant Professor, MSN-MAGELIN Program Director  
Nursing

HOFMEYER, ERIN, PT, D.P.T., GCS  
D.P.T., M.P.T., B.S., Mount St. Joseph University  
Instructor and Assistant Director of Clinical Education  
Physical Therapy

HOLTGREFE, KAREN, PT, DHSc  
BS, Texas Woman's University; MHS, University of Indianapolis; DHSc, University of Indianapolis  
Associate Professor  
Physical Therapy



JOHNSON, SUSAN, Ph.D., RN  
Ph.D., University of Cincinnati; M.A., Governors State University; B.S.N., University of Alabama; B.A.,  
Western Illinois University  
Professor  
Nursing

LEWIS, ERIN, M.Ed., ATC, CSCS  
M.Ed., University of Cincinnati; B.A., B.S., Capital University  
Clinical Education Coordinator and Assistant Professor  
Athletic Training

MACPHERSON, SUSAN, M.S.N., RN, PNP-BC  
M.S.N., Northern Kentucky University; M.S.N., College of Mount St. Joseph; B.S., Bowling Green State  
University  
Instructor, RN-BSN Program Director  
Nursing

MATHUR, ANU, M.S., PA-C  
M.S., Baylor College of Medicine; B.S., University of Houston  
Principal Faculty  
Physician Assistant Studies

MATTHIAS, SANDY, M.S.N., RN  
M.S.N., University of Phoenix; B.S.N., Duquesne University  
Assistant Professor  
Nursing

MOORE, REBEKAH, M.P.A.S., PA-C  
M.P.A.S., University of Nebraska; B.S., Trevecca Nazarene University  
Academic Director  
Physician Assistant Studies

NEEDHAM, CINDY, M.S.N., RN  
M.S.N., Mount St. Joseph University  
Nursing Faculty & Nursing Skills Lab Coordinator  
Nursing

OBERT, MICHAEL, PT, M.P.T., OCS  
M.P.T., B.S., Saint Louis University  
Instructor  
Physical Therapy

PATER, MEGAN, MPAS, PA-C, ATC  
B.S., University of Cincinnati; M.A., Wright State University; M.P.A.S., Kettering College  
Principal Faculty  
Physician Assistant Studies

PAULSON, SALLY, PhD, AT, ATC, CSCS\*D  
B.S., University of Detroit Mercy; M.A., California State University-Chico; Ph.D., University of Arkansas  
Associate Professor  
Athletic Training

PERKINS, KIM, PT, DPT  
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Instructor  
Physical Therapy

SCHNEIDER, ERIC, PT, M.P.T., D.H.Sc., Board-Certified Clinical Specialist in Orthopaedic Physical Therapy, Certified Myofascial Trigger Point Therapist  
D.H.Sc., University of Indianapolis; M.P.T., B.S., Mount St. Joseph University  
Assistant Professor  
Physical Therapy

SMITH, TODD, M.P.A.S., PA-C, B.S.  
M.P.A.S., University of South Alabama; B.S., University of Mississippi  
Faculty  
Physician Assistant Studies

VALLE, LAURA, D.N.P., APRN-CNM  
B.S.N., University of Oklahoma Health Sciences Center; M.S.N., University of Cincinnati; D.N.P., Frontier University  
Assistant Professor  
Nursing

WARD, STEVEN, MHS/MMS, NRP, PA-C  
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Physician Assistant Studies

WARDE, MONICA, D.N.P., RN  
D.N.P., Mount St. Joseph University; M.S.N., Northern Kentucky University; B.S.N., Mount St. Joseph University; A.D.N., Greenfield Community College  
Assistant Professor  
Nursing

WRAY, JANET, Ph.D.  
Ph.D., Loyola University; M.N., University of Washington; B.S.N., University of Florida  
Associate Professor  
Nursing

## University Librarians

LLOYD, SCOTT, M.A., M.Div., M.L.S.  
M.A., M.Div., Cincinnati Christian University; M.L.S., Southern Connecticut State University  
Director of Library Services

FALGNER, SUSAN, M.L.S.  
B.A., Wilmington College; M.L.S., Indiana University  
Head of Reference & Instructional Services

FLANDERS, JULIE, M.L.S.  
B.A., Ohio State University; M.L.S., University of Kentucky  
Head of Strategic Collection Services

GREGORY, CYNTHIA, M.F.A., M.L.S.  
M.F.A., University of Cincinnati; M.L.S., Indiana University; B.F.A., College of Mount St. Joseph; B.A., Northern Kentucky University  
Head of Electronic Resources

# 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 of the  
North Central Association of Colleges and Schools  
230 South LaSalle Street, Suite 7-500  
Chicago, IL 60604  
800-621-7440

To learn more, contact: Higher Learning Commission, <https://www.hlcommission.org/>

The University receives its certificate of authorization from:

Ohio Department of Higher Education  
25 South Front Street  
Columbus, OH 43215  
614-466-5866

To learn more, contact: Ohio Department of Higher Education, <https://www.ohiohighered.org/>

Copies of the University's accreditation and certificate of authorization can be obtained through the Office of the President.

Accreditation Review Commission on Education for the Physician Assistant  
American Bar Association (approval)  
American Chemical Society  
Commission on Accreditation in Physical Therapy Education  
Commission on Collegiate Nursing Education, <http://www.ccneaccreditation.org/>  
Council on Social Work Education  
Ohio Board of Nursing  
Ohio Department of Education

## Institutional Memberships

American Academy of Physician Assistants  
American Association of Colleges and Universities  
American Association for Paralegal Education  
American Association of Colleges of Nursing  
American Association of Collegiate Registrars and Admissions Officers  
American College Counseling Association  
American College Health Association  
American Institute for Foreign Study  
American Psychological Association  
Association of Catholic Colleges and Universities  
Association of Graduate Programs in Ministry  
Association of Independent Colleges and Universities of Ohio  
Association for University and College Counseling Center Directors  
Association on Higher Education and Disability  
Central Atlantic Affiliate of College and University Residence Halls  
Cincinnati Paralegal Association  
College and University Professional Association for Human Resources  
College Entrance Examination Board  
Council of Independent Colleges  
Council of Social Work  
Employers Resource Association  
Greater Cincinnati Chamber of Commerce  
Greater Cincinnati Consortium of Colleges and Universities  
Heartland Collegiate Athletic Conference (HCAC)  
Heartland Collegiate Lacrosse Conference (HCLC)  
Hispanic Chamber of Commerce  
Indiana Association for College Admission Counseling  
Kentucky Association for College Admission Counseling  
Mathematics Association of America  
NAFSA: National Association of International Educators  
Midwest Collegiate Volleyball League (MCVL)  
National Association for College Admission Counseling  
National Association for Graduate Admission Counselors  
National Association of Campus Activities  
National Association of College and University Business Officers  
National Association of CX/JX Users  
National Association of International Educators (NAFSA)  
National Association of Lay Ministers  
National Association of Student Financial Aid Administrators  
National Association of Student Personnel Administrators  
National Catholic Chaplaincy Association  
National Catholic College Admission Association  
National College Learning Center Association  
National Collegiate Athletic Association (NCAA)  
National Football Foundation and College Hall of Fame, Inc.  
National League of Nursing  
National Orientation Directors Association  
Northern Kentucky Chamber of Commerce  
Ohio Association for College Admission Counseling  
Ohio Association of Colleges for Teacher Education  
Ohio Association of Collegiate Registrars and Admissions Officers

Ohio Association of Physician Assistants  
Ohio Association of Private Colleges for Teacher Education  
Ohio Biological Survey  
Ohio Cooperative Education Association  
OhioLINK  
OHIONET  
Ohio Transfer Council  
Physician Assistant Educational Association  
PA History Society  
Physical Assistant Education Association  
Step Up Quality  
Southern Ohio Transfer Council  
The College Board  
The National Association of Collegiate Esports (NACE)  
Universal Cheerleading Association  
Universal Dance Team Association

## **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

### Classifications

**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 graduate 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.

<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
<b>4 Week Term</b>	
Week 1 meeting day	No record of dropped class if dropped before the meeting day of 1st week ( "W" grade begins the meeting day in week 1)
Weekend/Week 2-3	Grade of "W" for dropped class (grade of "W" ends the meeting day of 3rd week)
Weekend/Week 4	No drops accepted the day after the 3rd week meeting day
<b>5 Week Term</b>	
Weekend/Week 1-2	No record of dropped class if dropped before the meeting day of 2nd week ( "W" grade begins the meeting day in week 2)
Weekend/Week 3-4	Grade of "W" for dropped class (Grade of "W" ends the meeting day of the 4th week)
Weekend/Week 5	No drops accepted the day after the 4th week meeting day
<b>6 Week Term</b>	
Weekend/Week 1-2	No record of dropped class if dropped before meeting day of 2nd week ( "W" grade begins the meeting day in week 2)
Weekend/Week 3-4	Grade of "W" for dropped class (Grade of "W" ends the meeting day of the 4th week)
Weekend/Week 5-6	No drops accepted the day after the 4th week meeting day
<b>7 Week Term</b>	
Weekend/Week 1-3	No record of dropped class if dropped before meeting day of 3rd week ( "W" grade begins the meeting day in week 3)
Weekend/Week 4-5	Grade of "W" for dropped class ( Grade of "W" ends the meeting day of the 5th week)
Weekend/Week 6-7	No drops accepted the day after the 5th week meeting day
<b>8 Week Term</b>	
Weekend/Week 1-3	No record of dropped class if dropped before meeting day of 3rd week ( "W" grade begins meeting day in week 3)
Weekend/Week 4-6	Grade of "W" for dropped class ( Grade of "W" ends the meeting day of 6th week)
Weekend/Week 7-8	No drops accepted the day after the 6th week meeting day

**10 Week Term**

Week 1-3	No record of dropped class if dropped before the meeting day of 3rd week ( "W" grade begins the meeting day in week 3)
Week 4-6	Grade of "W" for dropped class (Grade of "W" ends the meeting day of 6th week)
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. ( "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
Weeks 4-6	Grade of "W" for dropped class ( 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
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: Consortiums

Mount St. Joseph University is a member with two consortiums: The Greater Cincinnati Collegiate Connection (GC3) and Acadeum Consortiums (ACA). The purpose of a Consortium is to provide students with a means of taking courses not offered at their own institution.

Full-and part-time degree-seeking students, both undergraduate and graduate, are eligible to enroll in the Greater Cincinnati Collegiate Consortium cross-registration program and/or request approval to enroll in

Academy Online Consortium courses. Enrollment in Consortium courses occurs concurrently with enrollment at the Mount.

Degree-seeking Mount students may enroll in a maximum of two courses or six semester hours in Consortium courses each academic year. Courses taken through the Consortiums may not exceed a total of eight courses or 24 semester hours in a student's total baccalaureate program. In an associate degree program, Consortium courses may not exceed four courses or 12 semester hours. A maximum of only two courses or six semester hours may be taken through the Consortiums during the student's final 30 hours of Mount residency. Graduate students cannot earn more than 25 percent of the credits required for the Master of Arts degree in off-campus courses taken either through the Consortium or in transfer from another institution.

Mount students are charged Mount tuition when registering through the Consortiums. Credit hours earned by courses taken through a Consortium are treated as Mount residency hours. Consortium grades are calculated in the student's Mount grade point average. It is the student's responsibility to verify that all pre-requisites have been met before enrolling in a Consortium course.

Students registering for a Consortium course follow the academic calendar of the provider school. Tuition refund schedules do not follow the standard MSJ format. Students may be subject to an enrollment fee depending on the actual withdrawal date. If a change in enrollment status (add/drop) is made, the procedure **must be completed at both schools.**

Extenuating circumstances may require an exception to the Consortium cross-registration policy. Appeals for exceptions are submitted in writing to the Provost, or designee. Approved University Study Abroad Programs are exempt from Consortium policies.

## GC3 Consortium Cross-Registration

GC3 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. 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.
3. Obtain a signature of approval from an academic advisor on a Mount registration or add form.
4. 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.
5. 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.
6. If a change in enrollment status (add/drop) is made, the add/drop procedure must be completed at both schools.
7. A per credit hour NON-REFUNDABLE fee is assessed for each course taken through the GC3 in addition to the current tuition. The student is responsible for the non-refundable fee even if the student drops or withdraws from the GC3 course.

The following schools are members of the GC3 Consortium: Art Academy of Cincinnati, The Athenaeum, Chatfield College, Cincinnati State Technical and Community College, Gateway Community and Technical College, God's Bible School and College; Good Samaritan College of Nursing and Health Sciences, 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.

## Acadeum Consortium Registration

Acadeum registration processes are as follows:

1. Email (ONLINECCREG@msj.edu) Mount St. Joseph University's Acadeum Administrator to review a request to take an Acadeum course.
2. If the Administrator approves, the student, advisor, and Associate Director of Student Administrative Services are emailed a checklist and the Memorandum of Understanding (MOU) of Financial Responsibility and Confirmation page that must be signed and returned to the Administrator.
3. If the student has returned the confirmation to the Administrator, the Administrator approves the request in the Acadeum system, which alerts the provider/host institution. If the provider/host institution approves the enrollment, the student is alerted via email.
4. Student begins the course on its scheduled day. Part time Mount students who withdraw after the academic drop date listed in the MOU will receive NO refund for tuition per course. Full time students who withdraw from the ACA consortium course after the withdrawal date stated on the MOU, will be charged an enrollment fee per ACA course as stated on the MOU.
5. A student who enrolls in ACA coursework and has two attempts resulting in withdrawal or failure will no longer be eligible to participate in ACA consortium course offerings. Any appeal would be directed to the Provost or designee.

Students seeking accommodations for disabilities and who are interested in taking an ACA course should first contact the *Director of the Learning Center, Disability Services, and Project EXCEL* at 513-244-4623 to facilitate the process for obtaining services from the school offering the ACA course. Requests for accommodations should be received at least 2 weeks prior to the term start although 30 days is preferable as some services may take longer to provide. If the disabilities services provider schools are not notified in time to make the necessary arrangements, students may not have their accommodations in place for the course. In this case, students may want to take the course in a later term so that their accommodations are available.

## 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 certifying official for VA Educational Benefits, located in the Registrar's Office.

Mount St. Joseph University complies with all regulations set forth by the Veterans Administration including, but not limited to, the Veterans Benefits and Transition Act of 2018 for Chapter 31 and Chapter 33 eligible veterans.

Mount St Joseph University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of funding from the Department of Veterans Affairs under chapter 31 or 33.



# Student Rights & University Policies

## Academic Policies

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

## Academic Grade Appeal Policy

Consistent with the University's mission, course instructors have both the right and responsibility to render constructive and critical judgment regarding the quality of the academic work performed by students according to the grading criteria stated in the respective course syllabus. While a University student may appeal a final course grade consistent with this policy, a student must prove that the University's course instructor issued the final grade in an "inaccurate or unfair" manner in order to be successful. Consequently, a final course grade appeal is a significant assertion by a student against a course instructor that is taken seriously by the University.

A student may appeal a final grade received in any University course (the "Grade") within ten (10) business days (excluding University holidays) of a final course grade being posted to the University's electronic grade posting system(s) (the "Appeal Deadline").

## Standard on Appeal

A student may appeal a Grade only when the student believes that the Grade is inaccurate or unfair based on the grading criteria stated in the course syllabus. In all Grade appeals, the student has the burden of proof. All of the student's test results, work-product, and/or other grade criteria set forth in the course syllabus may be considered in the Grade appeal process.

## Grade Appeal Procedure

The following procedure must be followed by a student when making a grade appeal:

1. **Written Notice of Appeal:** On or before the Appeal Deadline, the student must provide written notice to the course instructor and dean of the school in which the course is taught (the "Dean") that the student is appealing the Grade. The written notice of appeal must include:

- (a) Confirmation of the date, time, and location when the student discussed the student's concerns about the Grade with the course instructor prior to submitting the written notice of appeal;
- (b) Details supporting the student's position that the Grade is inaccurate or unfair based on the grading criteria stated in the course syllabus; and,
- (c) A request by the student for a conference with the course instructor and school dean to discuss the Grade appeal.

(collectively, the "Notice of Appeal"). In the event that the course instructor is also the Dean, another full-time faculty member in the school in which the course is taught shall be appointed by the Office of the Provost to preside over this Grade appeal process instead of the Dean (the "Appeal Faculty") to permit the Dean to serve in the course instructor role during the appeal.

2. **Appeal Conference:** Following receipt of the Notice of Appeal, the Dean or Appeal Faculty shall schedule an appeal conference with the course instructor and student, which conference shall occur within ten (10) business days (excluding University holidays) of receipt of the Notice of Appeal (the "Appeal Conference"). Prior to the Appeal Conference, the course instructor shall provide documentation to the Dean or Appeal Faculty supporting the Grade. The Dean or Appeal Faculty presides over the Appeal Conference. The student may be accompanied to the Appeal Conference only by (a) the student's assigned University academic advisor, or (b) another full-time member of the University faculty. Any individual who accompanies a student to an Appeal Conference shall not advocate for the student, and may only provide support to the student.
3. **Grade Appeal Decision:** The Dean or Appeal Faculty shall render a written decision granting or denying the Grade appeal to the student and course instructor within five (5) business days (excluding University holidays) of the Appeal Conference (the "Grade Appeal Decision").
4. **Provost Review of Grade Appeal Decision:** In the event that the Grade Appeal Decision is unsatisfactory to either the student or course instructor, both the student and the course instructor shall have five (5) business days (excluding University holidays) from the receipt of the Grade Appeal Decision to request that the Office of the Provost review the Grade Appeal Decision (the "Provost Review Notice"). A Provost Review Notice shall be in writing and must include:
  - (a) All documents comprising the Notice of Appeal;
  - (b) A copy of the Grade Appeal Decision;
  - (c) A cover letter detailing the specific reasons that the student or course instructor believes that the Grade Appeal Decision is incorrect.

In its sole discretion, the Office of the Provost may request additional documentation from the Dean or Appeal Faculty who presided over the Appeal Conference. The Office of the Provost shall review the collective documentation related to the Grade and render a final decision regarding the Grade appeal (the "Provost Final Decision") within ten (10) business days (excluding University holidays) of receiving the Provost Review Notice. The Provost Final Decision is binding and is not subject to further appeal.

5. If the course for which the Grade is being appealed is a prerequisite to another course, the student appealing the Grade may seek written permission from the Office of the Provost to enroll in the next course in the sequence while the appeal is pending, which permission shall be granted or denied in the sole discretion of the Office of the Provost.
6. No legal counsel for the student or course instructor may be involved in any step of the Grade appeal process.
7. A student may withdraw a Grade appeal at any juncture by making a written request to the Dean or Appeal Faculty, who will notify the Office of the Provost.

## Academic Honesty Violation Policy

It is imperative 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. Faculty and students have a responsibility to behave honestly in whatever ways and by whatever means they use to share information. Academic honesty violations can include, but are not limited to:

- Using or receiving unauthorized material during a quiz, test, or exam
- Providing work or materials for another student to copy and submit as their own
- Using another's work or materials and to submit as one's own
- Failing to document and cite all sources used on written and oral communications

Students have a responsibility to comprehend and practice the honest academic behaviors that are stated and implied in this policy without exception and to consult an appropriate University instructor or representative in any situation in which they are uncertain or unclear.

Students have rights when their instructor questions the integrity of a project, assignment, and/or work-product submitted in any course in any form (collectively, the "Work"). Included are the students' rights to:

- Receive a written explanation of the alleged dishonesty when an instructor questions the honesty of any Work,
- Defend an allegation of academic dishonesty in any Work before a final determination is made by an instructor; and,
- Challenge any decision finding academic dishonesty in the student's Work through the University's Academic Honesty Violation Appeal Policy.

When an instructor has reason to believe that this policy has been violated by a student, the following procedures shall be followed. The instructor may consult with the Dean of their School at any time during this process.

1. **NOTICE:** The instructor will notify the student through the student's University email account that there is an allegation of academic dishonesty concerning a Work and the basis for the allegation.
2. **OPPORTUNITY TO RESPOND:** The student shall have an opportunity to respond, in writing, to an allegation of academic dishonesty. The student shall cause the response to be delivered to the instructor within five (5) calendar days (excluding University holidays) of the student having received notice. After reviewing the student's response, if one is provided, the instructor shall have five (5) calendar days (excluding University holidays) to determine whether the student violated this policy related to the Work.
3. **INSTRUCTOR DETERMINATION:** If the instructor determines that a violation occurred, the instructor shall provide the student with the opportunity to discuss potential consequences before the instructor makes a decision regarding the consequences that may be related to the Work and/or the course as a result of the student's policy violation. If the student fails to respond within three (3) calendar days (excluding University holidays) to the invitation from the instructor to discuss the potential consequences, then the instructor will make a determination, without student input. Possible consequences include, but are not limited to: requiring the Work to be redone, assigning a failing grade for the Work, or assigning a failing grade for the course in which the student submitted the Work.

4. **REPORT:** If the instructor determines that the student violated this policy, the instructor shall complete an Academic Dishonesty Occurrence Report. The Academic Dishonesty Occurrence Report shall explain the rationale leading to the instructor's determination that the student violated this policy and detail the consequences of the violation. The Academic Dishonesty Occurrence Report shall be submitted to the Associate Provost for Academic Support and the student via email to their official University email accounts. Submission shall occur within three (3) calendar days (excluding University holidays) of discussing potential consequences with the student (paragraph 3) or within three (3) calendar days (excluding University holidays) of the expiration of the time the student had to respond to the request to discuss potential consequences. If applicable, the student retains the right to file a grade appeal pursuant to the University's Academic Grade Appeal Policy.
5. **APPEAL OF INSTRUCTOR DETERMINATION:** If the student wishes to appeal the determination of the instructor, the student must do so, in writing, to the School Dean. The Dean must receive the appeal within three (3) calendar days (excluding University holidays) of the issuance of the Academic Dishonesty Occurrence Report. The Dean will convene a conference with the instructor and the student in an effort to resolve the issues within seven (7) business days of the Dean having received the written appeal. The Dean shall tender a written decision on the appeal to the instructor and student, via email, within five (5) business days of the conference. 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. Should the decision of the Dean be unsatisfactory to the student or the instructor, either party may submit a letter to Heather Crabbe, Associate Provost of Academic Support, via email (heather.crabbe@msj.edu) asking for a review of the decision. The letter must be received within three (3) calendar days (excluding University holidays) of the issuance of the Dean's decision. The request for review must include a description of prior attempts to resolve the issue and the reasons for continuing the appeal. The Associate Provost for Academic Support will collect relevant information and correspond with the instructor and student together or separately before making a final decision. The written decision of the Associate Provost for Academic Support will be provided to all parties within five (5) business days of having received the appeal. This concludes the appeals process. There is no further appeal. No legal counsel will be present during any part of the appeal process. The student may withdraw an appeal at any juncture by providing a written request to do so to the person with whom the appeal is pending.
6. **PROVOST REVIEW:** Upon receipt of the Academic Dishonesty Occurrence Report and the expiration of the appeals process described in paragraph 5, the Associate Provost for Academic Support may, based on previous violations of this policy by the student and/or the severity of the violation detailed in the Academic Dishonesty Occurrence Report, determine that additional consequences for the student are necessary beyond those imposed by the instructor. These additional consequences for the student may include, but are not limited to, imposition of Academic Action, which could include suspension or dismissal from the University. In cases where the student may be subject to Academic Action, the respective program chair or dean will be consulted by the Associate Provost for Academic Support. Students will receive notice of any additional consequences to be imposed via email to their official University email account within five (5) business days of the date the Associate Provost for Academic Support received the Academic Dishonesty Occurrence Report.
7. **APPEAL OF ADDITIONAL CONSEQUENCES:** A student may appeal any additional consequences imposed by the Associate Provost for Academic Support. The appeal must be in writing and will be considered by Christa Currie, Associate Provost for Academic Affairs. The Associate Provost for Academic Affairs must receive the appeal within three (3) calendar days (excluding University holidays) of the date that the Associate Provost for Academic Support emailed notification of additional consequences to the student. The appeal can be emailed to christa.currie@msj.edu or hand delivered to Office 208 in the Administrative Building of the Mount St. Joseph University campus. The appeal must contain the following:
  - The name, address, and phone number of the student;
  - A clear statement of the reason for the appeal; and,

- The names of any witness(es) or individual(s) who the student believes has knowledge or information that supports the appeal

The Associate Provost for Academic Affairs may choose to uphold the additional consequences imposed by the Associate Provost for Academic Support, modify the additional consequences imposed by the Associate Provost for Academic Support, or eliminate the additional consequences altogether. The Associate Provost for Academic Affairs will notify the student and the Associate Provost for Academic Support, in writing, of her findings on the appeal within five (5) business days. The decision of the Associate Provost for Academic Affairs is final; there is no further appeal.

## 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 and remain on the graduate academic record. Once on probation students will have up to one semester if full-time or nine semester hours (six hours in MSN or DNP) 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 one semester if full time. Part-time students can continue on probationary status until they have completed 9 hours (6 hours in MSN or DNP). 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 (six hours in MSN or DNP), 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 from the program will be noted on the student's enrollment record.

## **Disciplinary Dismissal**

Disciplinary dismissal results in the permanent termination of a student's status with the University. The dismissed student is not allowed on campus, permitted to attend classes, or participate in University activities on or off campus. Disciplinary dismissal is permanent and will be noted on the student's official transcript.

## **Appeals for Academic 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. The appeal will be reviewed by the Provost's Office to determine whether to grant reinstatement.

A written appeal or petition must include the 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.

The Provost or designee will solicit input appropriate to the appeal. The Provost or designee decides whether to grant or deny appeals and determines conditions of reinstatement in consultation with the Program Director/Chair, if granted.

## **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 <https://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 ([https://mymount.msj.edu/ICS/MSJAcademics/Learning\\_Center/Disability\\_Services.jnz?portlet=Handouts](https://mymount.msj.edu/ICS/MSJAcademics/Learning_Center/Disability_Services.jnz?portlet=Handouts))

## 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

- 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, the University 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.

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 Grade option for the mid-term grade if student stops attending class prior to the mid-semester. The grade would remain FA for the final grade if the student does not withdraw from the class or improve performance.	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 Grade not reported by instructor, through Consortium, or external institution as of deadline for reporting grades for each semester/academic term as established by the Registrar's Office (the "Grade Deadline"). NR grades do not calculate into Grade Point Average, do not count for academic credit towards graduation, and cannot be changed more than one (1) calendar year after the Grade Deadline.	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, clinical, and internship courses that may exceed one semester in length to complete with no credit towards graduation awarded until completion of the course requirements. SP grades must be changed to a letter grade within one (1) calendar year of the deadline for reporting grades as established by the Registrar's Office the first semester the student was registered for the course or the SP grade converts 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 section on incomplete grades on page 164.

## 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 transcripted 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. Complete information regarding a transcript request can be found at <https://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 Nursing Practice  
Doctor of Physical Therapy  
Master of Arts  
Master of Arts in Religious Studies  
Master of Athletic Training  
Master of Business Administration  
Master of Science in Nursing  
Master of Science in Organizational Leadership  
Masters in Physician Assistant Studies

### **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 reapply for admission. 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 certificate or degree graduation application must be on file in the Registrar's Office by the posted deadline dates.

If graduation requirements are not completed by the date (month/year) specified on the student's graduation 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 graduation requirements after being notified his/her application has been canceled, the student will be required to submit a *Petition to Review* of completed graduation requirements for certification on the next official graduation date.

**A \$50.00 graduation application fee is assessed to all graduation candidates. The graduation application fee is a one-time charge for each degree and/or certificate application. Graduation applications turned in past the posted deadline dates will be charged a late fee of \$25.**

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. A student earning a certificate will be charged the full graduation application fee. A certificate seeking student is invited to participate in graduation.

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.

## Registration Requirements

Late registration begins the first calendar day of the semester and ends the ninth calendar day of the semester at 5 pm for full semester courses. Registration is not permitted after the ninth calendar day of the semester

for full semester courses. See the current semester policies\* for late registration dates for other sessions.

Students must be registered for a course PRIOR to attending class or prior to participating in any clinical/rotation off-site component of a course. Students who are not registered for classes after the ninth calendar day of the semester are not permitted to reside in the residence halls.

\*(View the semester policies documents online ([https://mymount.msj.edu/ICS/MSJAcademics/Catalogs.jnz?portlet=Semester\\_Policies](https://mymount.msj.edu/ICS/MSJAcademics/Catalogs.jnz?portlet=Semester_Policies)) which specify the last date to register for accelerated/online courses in the "Dates to Remember" section of each document)

## Solomon Amendment

The Solomon Amendment is a federal law that allows military recruiters to access some address, biographical and academic program information on students age 17 and older.

The Department of Education has determined that Solomon Amendment supersedes most elements of FERPA. An institution is therefore obligated to release data included in the list of "student recruiting information," which may or may not match Mount St. Joseph University's FERPA directory information list. However, if the student has submitted a request to restrict the release of their Directory Information, then no information from that student's education record will be released under the Solomon Amendment.

### Definition - "Student Recruitment Information" or "Solomon Information"

- Name
- Address
- Telephone number
- Birth date
- Major
- Class Level (e.g., Sophomore, Senior)
- Degree awarded
- Expected Graduation Date

### Procedure for releasing information to a military recruiter:

1. Under the Solomon amendment, information will be released for military recruitment purposes only. Military recruiters may request student recruitment information once each term or semester for each of the 12 eligible units within the five branches of the service:
  - (a) **Army:** Army, Army Reserve, Army National Guard
  - (b) **Navy:** Navy, Navy Reserve
  - (c) **Marine Corps:** Marine Corps, Marine Corps Reserve
  - (d) **Air Force:** Air Force, Air Force Reserve, Air Force National Guard
  - (e) **Coast Guard:** Coast Guard, Coast Guard Reserve
2. The request should be submitted in writing on letterhead clearly identifying the unit of service requesting the student recruitment information.
3. The request should specify whether the information needed is for the current or previous semester.

## 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. Graduate credits over seven years old will be accepted at the discretion of the respective department chairperson.
4. Grades for credits transferred from another college are not included in the calculation of the student's cumulative grade point average at the Mount.
5. Students should consult with their graduate program director or chairperson for other limitations on transfer credit which may apply in their program.

## Prior Learning Assessment

Mount St. Joseph University is committed to respond to the need for lifelong learning by providing a full range of educational services adapted to the needs of adult students. As part of this commitment, the Mount recognizes and gives credit for college-level learning, which takes place outside a college or university setting. Prior learning assessment credit is reviewed by each program and awarded at their discretion.

### Validation Process

Students who have attended extensive, informal trainings such as hospital-sponsored trainings or a comprehensive series of workshops have the potential for receiving credit via the validation process. Students should contact the PLA coordinator to determine if their particular training fits the necessary criteria. Fees for this type of validation evaluation are \$80 for the first credit hour awarded and \$20 for each additional hour.

### Portfolio Process

In the portfolio process students must equate their knowledge and learning to specific courses offered by the university. By using the syllabi from university courses to organize one's knowledge, the student develops a portfolio to describe and document prior learning. The portfolio stresses learning outcomes rather than attendance or participation in events. It is prepared under the direction of the University's professional staff and is evaluated by the faculty for award of credit. Fees for portfolio evaluation are \$90 for the evaluation fee (which also includes the first credit hour awarded) and \$90 for each additional credit hour awarded.

## Nondiscrimination 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, gender identity, 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 & 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 The Learning Center, Disability Services, and Project EXCEL, (513) 244-4623, 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

Enrolled and prospective students, face to face and online, 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 Paige Ellerman, VP of Compliance Risk and Legal Affairs Officer/Title IX Coordinator at [paige.ellerman@msj.edu](mailto:paige.ellerman@msj.edu) for additional information regarding complaint procedures.

### Higher Learning Commission

Mount St. Joseph University is accredited through the Higher Learning Commission (HLC). Students, faculty, staff and members of the public may submit a complaint about MSJ as an accredited institution through HLC. Learn more about the HLC complaint process at <https://www.hlcommission.org/Student-Resources/complaints.html>.

### Ohio Department of Higher Education

The Ohio Department of Higher Education (ODHE) is responsible for responding to formal complaints against public, independent non-profit and proprietary institutions of higher education in Ohio. While the ODHE has limited authority over colleges and universities, and cannot offer legal advice or initiate civil court cases, the Chancellor's staff will review submitted complaints and work with student complainants and institutions. Learn more about the ODHE complaint process at <https://www.ohiohighered.org/students/complaints>.

When a student complaint regarding an online program rises to the state level for resolution, it is ultimately resolved by the SARA state portal entity in the state in which the institution is located. SARA consumer protection provisions require the Ohio Department of Higher Education to investigate and resolve allegations of dishonest or fraudulent activity by an Ohio provider such as Mount St. Joseph University, including the provision of false or misleading information. Learn more about the ODHE complaint process at <https://www.ohiohighered.org/students/complaints>.

While the final resolution of a complaint rests with the SARA portal entity in the home state of the institution, the portal entity in the complainant's location state may assist as needed.

### Kentucky Council on Postsecondary Education

Mount St. Joseph University has an offsite location in Kentucky. The Kentucky Council on Postsecondary Education may assist in responding to formal complaints against public, independent non-profit and proprietary institutions of higher education in Kentucky. While the Kentucky Council cannot offer legal advice or take legal action, the Council's staff will review submitted complaints and work with student complainants and institutions. Learn more about the Kentucky complaint process at [https://cpe.ky.gov/campuses/consumer\\_complaint.html](https://cpe.ky.gov/campuses/consumer_complaint.html).

# 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 by 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 October 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

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.