2023-2024 Graduate Catalog

Mount St. Joseph University

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– Updates to Doctor of Education in Reading Science program requirements.

Contents

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.msj.edu/graduate-catalog or view the contents in this PDF file. Please note that this PDF version is a snapshot of the 2023-2024 Graduate Catalog from a particular point in time and may not be as up-to-date as the web version.

Graduate Programs

- Business
- Education
- Nursing
- Physical Therapy
- Physician Assistant Studies
- Speech-Language Pathology

Business

Sharon Wagner, Ph.D., Dean, School of Business

School of Business Mission Statement

The School of Business forwards engaged and ethical leaders who are ready to serve.

School of Business Graduate Programs

The School of Business offers two graduate degrees:

- Master of Business Administration (MBA)
- Master of Science in Organizational Leadership (MSOL)

Master of Business Administration (MBA) Degree

Charles Kroncke, Ph.D., Program Director

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

- The *Post-Graduate MBA* is available to working professionals who have completed an undergraduate degree.

- In the *4+1 MBA* program, students complete four MBA courses (12 credits) during their senior undergraduate year at Mount St. Joseph for dual (undergraduate and graduate) credit. Students then complete an additional year of graduate coursework to finish the MBA.

Admission Requirements

Admission Requirements for the MBA Program, *Post-Graduate Track*

1. Degree from a regionally accredited college or university. Send official transcript directly from the institution attended to the Office of Graduate Admission, Mount St. Joseph University, 5701 Delhi Road, Cincinnati, Ohio 45233.

2. Verified cumulative GPA of 2.75/4.0 or higher, computed on undergraduate degree courses and additional prerequisite courses taken beyond the undergraduate degree.

3. Resume demonstrating three years of significant workplace experience showing career growth, increasing responsibility and leadership potential.

4. Completion of the MBA Required Foundational Course form, available from Admission.

5. Name, phone number and email address for two references, or two letters of reference.

6. One-page, typed personal statement-instructions available from Admission.

Admission Requirements for the MBA Program, *4+1 Track*

Application for Provisional Status to the MBA program

Students apply for the MBA program during their junior year at the Mount. Acceptance to the 4+1 MBA program is provisional, allowing students to complete the first four courses in the MBA program during their senior year. Requirements for application to the 4+1 program are:

1. Undergraduate cumulative GPA of 2.75 or above

2. Graduate Admission Application

3. MBA Required Foundational Courses form

4. One-page, typed statement of your career goals in the next five years and how an MBA will help you in achieving those goals. (This requirement is waived for Mount students with a 3.0 GPA or higher)

Progression to Full Admission in the MBA Program

Provisionally admitted 4+1 MBA students become fully admitted, graduate degree-seeking students at the end of their senior year upon the completion of the following:

1. Undergraduate cumulative GPA of 3.0 or above

2. Completion of MBA foundational courses with GPA of 3.0 or above, or completion of an alternative method provided by the School of Business to demonstrate mastery of foundational areas

3. Completion of the first 12 credits of the MBA program with a GPA of 3.0 or above

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 six semester hours of graduate-level courses taken previously may transfer to the MBA program. The transferability of courses is determined by the program director.

- Admitted 4+1 MBA students complete four MBA courses during their senior year (12 credits). These 12 credits count toward both their baccalaureate and MBA requirements, and are included in calculation of the undergraduate and graduate grade point averages.

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 - Financial (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)
BUS 505 Legal and Ethical Responsibility (3)
BUS 510 Social Responsibility for Managers (3)
BUS 604 MBA Seminar I (3)
BUS 606 MBA Seminar II (3)
ECO 600 Global Economic Issues (3)
FIN 610 Managerial Finance (3)
MGT 585 Understanding and Managing Others (3)
MGT 602 Leadership in Organizations (3)
MGT 603 Project and Operations Management (3)

MGT 607 Strategic Management (3)
MKT 520 Marketing for Management (3)

For students accepted into the 4+1 MBA program for MSJ undergraduates, four dual credit courses are taken before full acceptance in the MBA program; these count towards both undergraduate and graduate programs.

BUS 505 Legal and Ethical Responsibility (3)
BUS 510 Social Responsibility for Managers (3)
MGT 585 Understanding and Managing Others (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.

Master of Science in Organizational Leadership (MSOL) Degree

Lisa Gick, Ph.D., Program Director

Learning, Leading, and Serving are at the heart of the Master of Science in Organizational Leadership (MSOL) program. Graduates of the program will be able to positively impact organizational outcomes. Embedded in the Mount's commitment to interdisciplinary education and practical professional engagement, we prepare leaders to step into the challenges of leading, emphasizing connection to values, integrity, and social responsibility. Leaders gain knowledge of theory and research, personal leader identity, leader competencies, and perspectives on leading in business today. Our cohort model builds meaningful professional connections, an emergent and dynamic learning environment, and the experience of immediately applying new learning and ways of leading. This 30-credit program is completed in five consecutive semesters.

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. Submit resume demonstrating 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.

MSOL Academic Policies

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

Program Requirements

Hours: 30

The Master of Science in Organizational Leadership program requires successful completion of 30 hours - 10 three-hour courses.

Major Courses - 30 hours

ACC 605 Accounting for Leaders (3)
ECO 655 Global Economic Awareness (3)
MOL 600 Ethical Leadership (3)
MOL 606 Strategic Leadership (3)
MOL 607 Talent Management and Development (3)
MOL 615 Organizational Behavior (3)
MOL 620 Organization Systems and Project Management (3)
MOL 625 Research and Decision Making (3)
MOL 640 Capstone in Organizational Leadership (3)
PSY 635 Social Influence (3)

Program Outcomes

- **Leading Self:** Assess and develop one's own leadership competencies and articulate a personal leadership philosophy.

- **Leading Others:** Develop initiatives to build effective interpersonal relationships and develop human capital.

- **Leading the Organization:** Integrate leadership concepts, principles, and theories to promote positive change in organizations.

Education

Laura Saylor, PhD., Dean, School of Education

The programs offered in the Department of Graduate Education prepare individuals for initial entry into the teaching profession and for further growth in the field of education. The programs provide learning environments in which pre-service and in-service teacher candidates can acquire the knowledge, skills, attitudes, dispositions, and values required to meet the needs of students in a dynamic and diverse society.

Only government entities have the legitimacy to grant a teaching certificate (license, qualification, endorsement) directly. **In Ohio, only the Ohio Department of Education grants licensure for teaching and endorsements.** Every state reviews its own certification applications, according to its own requirements and Mount St. Joseph cannot guarantee a candidate teaching certification or endorsements in other states.

Mount St. Joseph University School of Education's initial licensure programs are state-approved by the Ohio Department of Higher Education and have national certification by the Council for the Accreditation of Educator Preparation (CAEP). Mount St. Joseph University, as an institution, is accredited regionally by the Higher Learning Commission (HLC). As such, candidates who successfully complete our program are qualified to apply for an initial teaching license from Ohio, provided they meet the applicable requirements of the state board of education. Additionally, through reciprocity agreements, they may be eligible to obtain initial teaching certification or licensure from most other states, provided they meet the applicable licensing requirements of those states.

For clarity's sake: In the United States, whoever desires a teaching credential (license, certificate, qualification) must first successfully **complete an approved teacher preparation program in a given state, then apply directly to that state's department of education and meet all its requirements** (normally including examinations), in order to be awarded the legitimate, recognized teaching credential.

School of Education Vision Statement

The School of Education through innovative programs that are rooted in quality and rigorous research, will:

- Nurture educators who are knowledgeable, collaborative, ethical, and committed to diverse and inclusive practices

- Prepare educators to make an impact on P-12 student learning and improve the schools in which they will serve.

School of Education Mission Statement

The School of Education, aligned with the mission of Mount St. Joseph University, prepares highly qualified, collaborative, caring and reflective educators who uphold the tradition of social responsibility, academic excellence, and ethical leadership.

Core Values of the School

- We promote critical thinking and reflective practices

- We utilize the research in both education and cognitive science in preparing teachers and in supporting their advancement

- We teach students to have respect for themselves and others

- We encourage students to participate in professional development and scholarship

- We value and model ethical conduct

- We advance our collective and individual roles in understanding the importance of diversity, equity and inclusive practices

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*

- Educational Studies

- 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.

Certificates

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.

Reading Science Certificate - This certificate provides an in-depth knowledge base related to the theories, practice, pedagogy, and technology in the field of reading education.

Major in Education

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

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

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

- Reading Science - EdD Degree

- Reading Science - MA Degree, Major in Education

- Reading Endorsement Program

- Diversity, Equity, and Inclusion Leadership Certificate

- Dyslexia Certificate

- Reading Science Certificate

- Gifted Intervention Specialist (K-12) Endorsement

- Teacher Leader Endorsement

- Educational Studies, MA Degree

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 Assessment & Communication Develop for Special Education (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 611 Curriculum & Methods for Special Education (3)
SED 634 Special Education Practicum in Secondary Environments (1)

Second Licensure Only - 19 hours

EDU 631 Promoting Student Development P-12 and The Effects of Trauma (3)
RDG 515 Foundations of Literacy (3)
RDG 530 Phonics/Linguistics (3)
SED 515 Human Exceptionalities Across the Lifespan (3)
SED 521 Assessment & Communication Develop for Special Education (3)
SED 611 Curriculum & Methods for Special Education (3)
SED 634 Special Education Practicum in Secondary Environments (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.

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 Assessment & Communication Develop for Special Education (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.

Doctor of Education: Reading Science Concentration

Program Requirements

Hours: 60-75

Prerequisites - 15 hours

RDG 505 Psychology of Reading (3)
RDG 530 Phonics/Linguistics (3)
RDG 538 Diagnosis & Remediation of Reading Problems (3)
RDG 540 Fluency and Comprehension Development in Reading (3)
RDG 591 Practicum in Evidence-Based Reading Instruction I (3)

Leadership and Systems Change - 6 hours

EDU 710 Developing a Deeper Understanding of Leadership and Systems Change (3)
RDG 760 Multi-Tiered Systems of Support (3)

Research and Statistics - 15 hours

EDU 700 Introduction to Research Design and Statistics (3)
EDU 701 Intermediate Research Design and Statistics (3)
EDU 702 Behavioral Research Methods and Program Evaluation (3)
EDU 703 Applied Research Methods (3)

EDU 806 Research Dissemination (3)

Language Reading - 24 hours

RDG 740 Cognitive and Neuro Psych's Contributions to Understanding Reading and Learning (3)
RDG 745 Linguistics (3)
RDG 750 Language Development: Research and Practice (3)
RDG 765 Teaching and Evaluating PreK-12 Writing (3)
RDG 770 Special Topics-Foundations of the Science of Reading Seminar (3)
RDG 771 Special Topics-Advancing the Science of Reading in Educational Practice Seminar (3)
RDG 772 Special Topics-Preparing for Teaching and Supervision in Higher Education Seminar (3)
RDG 775 Supervision and Teaching in Higher Education (3)

Dissertation Guidance - 15 hours

EDU 801 Dissertation Seminar I (3)
EDU 802 Dissertation Seminar II (3)
EDU 805 Dissertation Guidance (3-6) - (6 hours one semester and 3 the second semester)

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, Ohio Reading Endorsement Program, Dyslexia Certificate and Reading Science 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 <u>and</u> 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 (3)

View Certificate Program Institution Disclosures:
https://www.msj.edu/audiences/certificate-program-institution-disclosures/

Program Outcomes

The Mount St. Joseph University Dyslexia Certificate provides an in-depth knowledge base related to reading and language development, assessment, instruction, and individual differences. The Dyslexia Certificate is designed for those who hold a bachelor's degree in Education or a related field (e.g. psychology, speech pathology). Meeting the requirements of Dyslexia Certificate enables participants to apply for individual certification from the International Dyslexia Association at the Dyslexia Interventionist level, if desired.

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, including two full semester practicum experiences. These are focused on structured literacy using the Orton-Gillingham approach for an elementary aged student who needs early phonics intervention. Participants must receive a passing score on

a practicum portfolio along with a passing score on the *Knowledge and Practice Examination for Effective Reading Instruction* (KPEERI) of the International Dyslexia Association.

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), earning the highest level of institutional accreditation: "Accreditation Plus."

Reading Science Certificate

The Reading Science Certificate Program provides an in-depth knowledge base related to the theories, practice, pedagogy, and technology in the field of reading education. Completion of the Reading Science Certificate requires 15 semester hours of reading coursework with a minimum 3.0 GPA.

Program Requirements

Hours: 15

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)

View Certificate Program Institution Disclosures:
https://www.msj.edu/audiences/certificate-program-institution-disclosures/

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.

Gifted Intervention Specialist (K-12) Endorsement

The Gifted Intervention Specialist (K-12) endorsement program is available to any students who already have an Ohio teaching license. The endorsement program is 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 is 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 understanding 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.

Program 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 is available to any students who already have an Ohio teaching license. The endorsement program is 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 is 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.

Program 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)

Educational Studies

The Master of Arts with a major in Educational Studies with Combined Ohio Endorsements is a fully online program offering a unique opportunity to extend professional learning by providing teachers the opportunity to "stack" Ohio endorsements in their areas of interest. Teachers are able to obtain a master degree and Ohio endorsement credentials through a fully online program that meets their needs as a working professional. This master degree program is available to students who have an Ohio teaching license.

Program Requirements

Hours: 33+

Transfer credits from non-MSJ programs are not accepted for the professional core for MA degree.

Professional Core - 6 Hours

EDU 500 Statistics and Research (3)
EDU 604 Integrative Research Project (3)

Foundational Elective (Choose one) - 3 hours

EDU 501 Educational Psychology (3)
EDU 631 Promoting Student Development P-12 and The Effects of Trauma (3)

RDG 505 Psychology of Reading (3)

Initial Endorsement (Choose 2: Teacher Leader Endorsement, Gifted Intervention, Pre-Kindergarten Special Needs, Reading, or Diversity, Equity, and Inclusion Leadership Certificate)

Teacher Leader Endorsement - 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)

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)

Pre-Kindergarten Special Needs Endorsement - 16 hours

SED 515 Human Exceptionalities Across the Lifespan (3)
SED 521 Assessment & Communication Develop for Special Education (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)

Reading Endorsement - 15 hours

RDG 504 Children's Literature (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)

Diversity, Equity, Inclusion Leadership - 15 hours

DEI 521 Foundations in DEI (3)
DEI 538 Race, Racism, Power, and Privilege (3)
DEI 555 Diverse, Equitable and Inclusive Organizations (3)
DEI 589 Inclusive Leadership (3)
DEI 619 Diversity, Equity, and Inclusion Capstone (3)

Diversity, Equity, and Inclusion Leadership Certificate

This certificate provides professionals from any professional field an opportunity to grow their understanding of foundational issues, and diversity, equity, and inclusion as well as issues of race, and the impact of systematic racism in our communities. Additionally, professionals will learn to assess the climate of DEI in organizations and to facilitate helpful DEI conversations in organizations.

Program Requirements

Hours: 15

DEI 521 Foundations in DEI (3)
DEI 538 Race, Racism, Power, and Privilege (3)
DEI 555 Diverse, Equitable and Inclusive Organizations (3)
DEI 589 Inclusive Leadership (3)
DEI 619 Diversity, Equity, and Inclusion Capstone (3)

The Diversity, Equity & Inclusion Leadership Certificate Program provides an in-depth knowledge base related to the theories and practices in the field of diversity, equity, and inclusion.

Completion of the Diversity, Equity & Inclusion Leadership Certificate requires 15 semester hours of reading coursework with a minimum 3.0 GPA.

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.

Primary 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 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

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

EDU 504 Classroom Management (3)
EDU 631 Promoting Student Development P-12 and The Effects of Trauma (3)
EDU 644 Graduate Student Teaching (6)
PRM 530 Integrating Science and Social Studies through Content Reading (3)
PRM 533 Primary Literacy Practicum (1)
PRM 534 Primary Integrating Curriculum Practicum (1)
RDG 515 Foundations of Effective Reading Instruction (3)
RDG 530 Phonics/Linguistics (3)
RDG 531 Vocabulary, Comprehension, and Writing Instruction (3)
RDG 535 Assessment, Instruction, and Intervention of Reading (3)
SED 515 Human Exceptionalities Across the Lifespan (3)
SED 521 Assessment & Communication Develop for Special Education (3)
SPR 552 Math Curriculum and Methods (3)

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: 50

Professional Core - 9 hours

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

Concentration Courses - 41 hours

EDU 504 Classroom Management (3)
EDU 631 Promoting Student Development P-12 and The Effects of Trauma (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, Instruction, 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 Classroom Management (3)
EDU 631 Promoting Student Development P-12 and The Effects of Trauma (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: 41-42

Professional Core - 9 hours

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

Concentration Courses - 32-33 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 504 Classroom Management (3)
EDU 631 Promoting Student Development P-12 and The Effects of Trauma (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

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 Assessment & Communication Develop for Special Education (3)

Concentration Courses - 32 hours

EDU 504 Classroom Management (3)
EDU 631 Promoting Student Development P-12 and The Effects of Trauma (3)
EDU 644 Graduate Student Teaching (6)
RDG 515 Foundations of Effective Reading Instruction (3)
RDG 530 Phonics/Linguistics (3)
RDG 531 Vocabulary, Comprehension, and Writing Instruction (3)
RDG 535 Assessment, Instruction, and Intervention of Reading (3)
SED 611 Curriculum & Methods for Special Education (3)
SPR 552 Math Curriculum and Methods (3)

Plus choose two of the following:

SED 632 Special Education Practicum in Early Childhood Environments (1)
SED 633 Special Education Practicum in Middle School Environments (1)
SED 634 Special Education Practicum in Secondary Environments (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

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. **Résumé -** All applicants should submit a résumé 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.

Appeal for Immediate Reinstatement

Appeals for immediate academic 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 the program dismissal 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.

Appeal for Reinstatement after 90 days

Appeals for academic reinstatement to the School of Education Gradate Programs may be submitted after the lapse of 90 days from the date of dismissal if the individual did not appeal for immediate reinstatement per the policy above. No appeals for academic reinstatement under this policy will be considered if the individual would be unable to complete the academic program within five years from the start of their first MSJ program course for which they are requesting reinstatement. The following steps are completed in the order listed below:

1. Individual seeking academic reinstatement schedules meeting with the Advisor or Program Director. The meeting will include a review of the student's eligibility to meet the graduation requirements for their degree within the required time frame if reinstated, factor(s) that contributed to the student's dismissal, and actions that have been taken and/or will be taken to positively alter the situation(s).

2. If found eligible to appeal for reinstatement, the individual seeking academic reinstatement submits an appeal letter to the Advisor or Program Director and the Provost. The appeal letter must be in writing and must include the individual's self-assessment of factors that contributed to the program dismissal. The individual's statement should indicate what will be or has been done differently to positively alter the situation.

3. The School of Education program faculty will confidentially review the appeal letter and discuss the student's reinstatement at the next scheduled post-licensure faculty meeting following receipt. The School of Education program faculty may request an interview with the individual as needed. The School of Education program faculty will vote for reinstatement, requiring a two-thirds majority. The Advisor or Program Director will provide the Provost or designee with the faculty-voted recommendation for consideration.

4. The Provost's Office will review the appeal and the faculty-voted recommendation to determine whether to grant reinstatement.

5. The individual seeking academic reinstatement shall submit to an interview, if requested, by the Provost or designee.

6. The Provost or designee decides whether to grant or deny the appeal and determines the conditions of reinstatement in consultation with the Program Director, if granted. Decisions of the Provost or designee under this Policy are final.

7. Dismissed students cannot appeal for reinstatement more than once

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.

See the School of Education in this catalog for more information on teaching certificates.

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. All students must follow the School of Education's Ohio Assessments for Educators (OAE) Testing Policy approved in August 2022. Copies of the current OAE Testing Policy can be found in the School of Education offices. It is the student's responsibility to read, understand, and follow this policy and adhere to the testing schedule for their particular program. Check the Ohio Department of Education web site for current information on required tests and qualifying scores.

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, Ph.D., RN; Dean of Health Sciences
Susan MacPherson, DNP, RN, PNP-BC; MSN-MAGELIN Program Director
Kristin Clephane, DNP, RN, CPN; Assistant Dean of Nursing
Melanie Quilla-Deza, DNP, RN, CNE; MSN/DNP Program Director

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

- Master of Science in Nursing

    - MSN-MAGELIN: Master's Graduate Entry-Level into Nursing (pre-licensure)
    - Master of Science in Nursing: Administration (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.

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 Department of Nursing's mission is to prepare students to become professional nurses who integrate the liberal arts and sciences with the knowledge and skills essential for patient-centered nursing practice. Graduates are caring, ethical health care providers who support the dignity of others and promote holistic,

evidence-based practice in a variety of 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.

Post Licensure Master of Science in Nursing: Administration Track and Education Track

The Master of Science in Nursing program prepares graduates to enhance nursing practice through specialized roles in two tracks: nursing administration and nursing 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 that includes a combination of synchronous and asynchronous class meetings. Synchronous meetings occur in real-time and are face-to-face or virtual. Asynchronous activities take place via an online learning management system. 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 and health care outcomes of individuals, families, groups and populations. The program focuses on development of advanced competencies for complex practice along with evidence-based practice utilization to meet the demands that impact the quality of patient care delivery, patient outcomes, and systems management.

Students complete the program in six semesters. The program is offered in a blended format that includes a combination of synchronous and asynchronous class meetings. Synchronous meetings occur in real-time and are face-to-face or virtual. Asynchronous activities take place via an online learning management system.

MSN-MAGELIN, MSN and DNP Academic Standards

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

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 500/500A, NUR 501/500A/501C, NUR 503, NUR 504, NUR 505, NUR 506, NUR 508, NUR 509, NUR 511, NUR 512, NUR 514, and NUR 521/521A.

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, student's cumulative GPA must remain 3.0 or higher.

During Semester 1 students must complete NUR 500/500A with a grade of "C" or higher to begin NUR 501C. If the student receives an F in NUR 500/500A, the student must withdraw from NUR 501/501A/501C.

Academic Probation

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

- Student earns a "C" in a Category I course
- Student's cumulative GPA falls below 3.0/4.0.

A student 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.

Program Dismissal

A student will be dismissed from the program for any of the following reasons:
- Student earns two grades of "C" in Category I courses
- Student's cumulative GPA remains below a 3.0, for two semesters.
- Student fails a Category I or II course

Deceleration or Leave of Absence
A student who is experiencing a significant life event/extraordinary circumstance may request deceleration to part-time status or a leave of absence of up to one year's duration. Deceleration is the removal of a student from their entering cohort who remains matriculated in the program and enters a subsequent cohort, based on space availability. Requests for deceleration or leave of absence should be submitted to the MSN-MAGELIN Program Director (see Request for Deceleration or Leave of Absence Form). A meeting to discuss the circumstances may be requested. Requests will be reviewed on a case-by-case basis by the MSN-MAGELIN Program Director in collaboration with the Assistant Dean of Nursing, or designee. Notification of decision will be in writing and will include terms for deceleration or leave of absence and conditions for readmittance.

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 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 within the six semester hours. A student cannot be placed on probationary status more than once. If a student successfully removed 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 are located in the MSN Student Handbook and 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.

Appeals for Academic Reinstatement- Post-Licensure Master of Science in Nursing (MSN) and Doctor of Nursing Practice (DNP) Programs Only

Appeal for Immediate Reinstatement: Appeals for immediate academic reinstatement to the Master of Science in Nursing and Doctor of Nursing Practice programs 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 the program dismissal 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.

Appeal for Reinstatement after 90 days: Appeals for academic reinstatement to the Master of Science in Nursing (MSN) and Doctor of Nursing Practice (DNP) programs may be submitted after the lapse of 90 days from the date of dismissal if the individual did not appeal for immediate reinstatement per the policy above. No appeals for academic reinstatement under this policy will be considered if the individual would be unable to complete the academic program within five years from the start of their first MSJ program (MSN or DNP) course for which they are requesting reinstatement. The following steps are completed in the order listed below:

1. Individual seeking academic reinstatement schedules meeting with MSN-DNP Advisor/Program Director. The meeting will include a review of the student's eligibility to meet the graduation requirements for their degree within the required time frame if reinstated, factor(s) that contributed to the student's dismissal, and actions that have been taken and/or will be taken to positively alter the situation(s).

2. If found eligible to appeal for reinstatement, the individual seeking academic reinstatement submits an appeal letter to the MSN-DNP Advisor/Program Director and the Provost. The appeal letter must be in writing and must include the individual's self-assessment of factors that contributed to the program dismissal. The individual's statement should indicate what will be or has been done differently to positively alter the situation.

3. The MSN-DNP faculty will confidentially review the appeal letter and discuss the student's reinstatement at the next scheduled post-licensure faculty meeting following receipt. MSN-DNP Faculty may request an interview with the individual as needed. MSN-DNP Faculty will vote for reinstatement, requiring a two-thirds majority. The MSN-DNP Advisor/Program Director will provide the Provost or designee with the MSN-DNP faculty-voted recommendation for consideration.

4. The Provost's Office will review the appeal and the MSN-DNP Faculty-voted recommendation to determine whether to grant reinstatement.

5. The individual seeking academic reinstatement shall submit to an interview, if requested, by the Provost or designee.

6. The Provost or designee decides whether to grant or deny the appeal and determines the conditions of reinstatement in consultation with the MSN-DNP Program Director, if granted. Decisions of the Provost or designee under this Policy are final.

7. Dismissed students cannot appeal for reinstatement more than once.

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 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 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 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 is successfully removed 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 are located within the DNP Student Handbook and 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.

Appeals for Academic Reinstatement- Post-Licensure Master of Science in Nursing (MSN) and Doctor of Nursing Practice (DNP) Programs Only

Appeal for Immediate Reinstatement: Appeals for immediate academic reinstatement to the Master of Science in Nursing and Doctor of Nursing Practice programs 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 the program dismissal 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.

Appeal for Reinstatement after 90 days: Appeals for academic reinstatement to the Master of Science in Nursing (MSN) and Doctor of Nursing Practice (DNP) programs may be submitted after the lapse of 90 days from the date of dismissal if the individual did not appeal for immediate reinstatement per the policy above. No appeals for academic reinstatement under this policy will be considered if the individual would be unable to complete the academic program within five years from the start of their first MSJ program (MSN or DNP) course for which they are requesting reinstatement. The following steps are completed in the order listed below:

1. Individual seeking academic reinstatement schedules meeting with MSN-DNP Advisor/Program Director. The meeting will include a review of the student's eligibility to meet the graduation requirements for their degree within the required time frame if reinstated, factor(s) that contributed to the student's dismissal, and actions that have been taken and/or will be taken to positively alter the situation(s).

2. If found eligible to appeal for reinstatement, the individual seeking academic reinstatement submits an appeal letter to the MSN-DNP Advisor/Program Director and the Provost. The appeal letter must be in writing and must include the individual's self-assessment of factors that contributed to the program dismissal. The individual's statement should indicate what will be or has been done differently to positively alter the situation.

3. The MSN-DNP faculty will confidentially review the appeal letter and discuss the student's reinstatement at the next scheduled post-licensure faculty meeting following receipt. MSN-DNP Faculty may request an interview with the individual as needed. MSN-DNP Faculty will vote for reinstatement, requiring a two-thirds majority. The MSN-DNP Advisor/Program Director will provide the Provost or designee with the MSN-DNP faculty-voted recommendation for consideration.

4. The Provost's Office will review the appeal and the MSN-DNP Faculty-voted recommendation to determine whether to grant reinstatement.

5. The individual seeking academic reinstatement shall submit to an interview, if requested, by the Provost or designee.

6. The Provost or designee decides whether to grant or deny the appeal and determines the conditions of reinstatement in consultation with the MSN-DNP Program Director, if granted. Decisions of the Provost or designee under this Policy are final.

7. Dismissed students cannot appeal for reinstatement more than once.

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- to two- page typewritten essay with reasons for seeking the degree including professional goals, complete the prerequisite course table form, complete an interview with the Program Director, designee, or selection committee, and meet the criteria below:

1. Possess a non-nursing baccalaureate degree from a regionally accredited college or university. An official transcript from a regionally accredited institution verifying the degree must be submitted directly from

the institution attended to the Office of Graduate Admission, Mount St. Joseph University, 5701 Delhi Road, Cincinnati, Ohio 45233.

2. Have earned cumulative GPA of 3.0/4.0 or higher, computed on the undergraduate degree courses or a cumulative GPA of 3.0/4.0 on the six 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.

   - Human Anatomy and Physiology I (within 5 years of program entry)
   - Human Anatomy and Physiology II (within 5 years of program entry)
   - Microbiology
   - Pathophysiology (within 5 years of program entry)
   - Introduction to Statistics
   - Nutrition

4. Complete a satisfactory criminal background check & FBI/BBCI fingerprinting prior to first MSN-MAGELIN class.

5. Meet all clinical health requirements prior to first MSN-MAGELIN class. (**Exception:** The third hepatitis B immunization must be completed a minimum of two weeks prior to NUR 501C clinical orientation)

6. Hold a valid healthcare provider CPR (adult, child, infant with AED) through the American Heart Association or American Red Cross. 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 or Education 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 course.

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 post-licensure Administration, or 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 or an entry level generalist master's degree in nursing (such as the Mount's MSN-MAGELIN degree) from a regionally accredited university

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

General admission requirements for all post-licensure MSN programs:

- A minimum cumulative undergraduate or generalist master's degree GPA of 3.0 on a 4.0 scale

- A grade of "C" or higher in an undergraduate statistics course

- One year of professional work as a nurse

- An active United States RN license with no restrictions

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

- A completed graduate application at www.msj.edu/apply

- Official transcripts

- A one-to-two page essay with reasons for seeking the Master of Science in Nursing Degree, including a statement of professional goals, and topic(s) of interest for MSN project

- Professional resume

- Names and contact information for two professional references

- A TOEFL score, if an international student (as needed)

- Interview with the MSN Program Director or designee

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

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

- Earned cumulative GPA of 3.0/4.0 or higher

- Completion of the Master of Science in Nursing Program within 5 years of starting the program

- Earned a minimum of 75% of credits at Mount St. Joseph University

- Completion and presentation of an Integrative Project

- Completion of track specific required practicum hours

- Completion of a graduation application which demonstrates completion of MSN coursework

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)*

*Can be applied towards the MSJ Doctor of Nursing Practice (DNP) Degree.

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)*

*Can be applied towards the MSJ Doctor of Nursing Practice (DNP) Degree.

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.

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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 possess:

- 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;
  - Or, a pre-licensure MSN graduate with a post-master's Advanced Practice Nursing certification (CNM, CNS, CRNA, and CNP)

- A minimum overall GPA of 3.0/4.0 for earned master's degree

- "C" or higher in an undergraduate or graduate level statistics course

- One year of professional work experience as a nurse.

- Active United States RN license with no restrictions.

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

- A completed graduate application at `http://www.msj.edu/apply`.

- Official transcripts

- A one-to-two-page typewritten essay with reasons for seeking the DNP including a statement of professional goals, and topic(s) of interest for DNP project.

- A professional resume

- Names and contact information of two professional references

- TOEFL score as required by the University (if needed)

- Interview with program director or designee

- 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)

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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)

*Credit for these courses can be applied from an MSJ MSN degree, or from another MSN degree upon Graduate Nursing Departmental approval.

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.

Physical Therapy

Darla Vale, Ph.D., RN, Dean of Health Sciences
Lisa Dehner, Ph.D., PT, BSPT, CEEAA, Professor and Chair 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 national licensure examination for physical therapists (NPTE) 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

Program Outcomes

Upon completion of the program, graduates will demonstrate competence in all 6 of the following domains:

DOMAIN 1 - COMMUNICATION
Physical therapists employ effective communication strategies (written, oral, non-verbal) that enable successful patient outcomes and develop professional relationships.

DOMAIN 2 - PROFESSIONALISM
Physical therapists demonstrate professionalism by adhering to the principles, standards, and values outlined in the American Physical Therapy Association (APTA) Code of Ethics for the Physical Therapist[1], APTA Standards of Practice for Physical Therapy[2], and the APTA Core Values for the Physical Therapist[3], respectively.

DOMAIN 3 - KNOWLEDGE AND SKILLS FOR PHYSICAL THERAPY PRACTICE
Per the APTA Guide to Physical Therapist Practice 3.0[4], "Physical therapists are health care professionals who help individuals maintain, restore, and improve movement, activity, and functioning, thereby enabling optimal performance and enhancing health, well-being, and quality of life. Their services prevent, minimize, or eliminate impairments of body functions and structures, activity limitations, and participation restrictions for individuals of all ages with conditions of the musculoskeletal, neuromuscular, cardiovascular, pulmonary, and/or integumentary systems or the negative effects attributable to unique personal and environmental factors as they related to human performance. This includes taking the history including a review of systems, conducting a systems review, and performing tests and measures to identify potential and existing problems"

DOMAIN 4 - CLINICAL DECISION MAKING FOR PHYSICAL THERAPY PRACTICE
Physical therapists make clinical decisions using a process of clinical reasoning that includes interpretation of the examination (physical therapy differential diagnosis and medical screening), knowledge of the patient's goals, values and beliefs, context of the situation, reflection of their own experience and intuition, and analysis of current literature. The synthesis of these elements leads to clinical decisions which are able to be justified prior to implementation and evaluated and modified based on patient response.

DOMAIN 5 - PHYSICAL THERAPISTS' ROLE IN HEALTHCARE
Physical therapists' practice in a dynamic healthcare environment which requires them to display effective leadership and management skills in their interactions with other healthcare providers to improve the health and wellbeing of their patients and society as a whole.

DOMAIN 6 - SCHOLARSHIP
Physical therapists demonstrate excellence in scholarship through professional development/life-long learning, the education of others, the evaluation of evidence, and contributions to the body of research in physical therapy

Students in the DPT Program must maintain a cumulative GPA of 3.0/4.0 as required by the University

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[1] https://www.apta.org/siteassets/pdfs/policies/codeofethicshods06-20-28-25.pdf
[2] https://www.apta.org/siteassets/pdfs/policies/standards-of-practice-pt.pdf
[3] https://www.apta.org/siteassets/pdfs/policies/core-values-endorsement.pdf
[4] http://guidetoptpractice.apta.org/content/current

for all graduate programs. Additional academic and professional standards for successful completion of the program are outlined below.

Academic Probation

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.

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.** That is if a student successfully removes him/her/themself from probationary status and subsequently has a cumulative GPA that falls below a 3.0 on the 4.0 scale, that student will be dismissed from the program.

Academic 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 1 or 2 (original and retake).

Appeal Process/Reinstatement

When a student is dismissed from the DPT Program, he/she/they may not register for classes for the upcoming term. If classes have already been pre-registered, they must be dropped. In cases of appeals, students will be re-registered for classes only after a successful appeal is granted. Appeals and reinstatements will often come with additional requirements, so all reinstated students must meet with their faculty advisor at the start of the new semester for academic counseling.

Appeal Process
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. Students may not appeal for reinstatement following dismissal more than once.

1. Following receipt of a dismissal letter from the Dean of Health Sciences, DPT students may consider whether or not to appeal to the faculty to be re-instated. Students should notify the Chair and their Academic Advisor no later than 5 business days following dismissal of their intent to appeal.

2. Appeals for reinstatement require a written letter to the Chair 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. Students will be informed of the appeal letter deadline by the Chair following notification of plan to appeal.

3. Students are encouraged to schedule a meeting to discuss their situation and the appeal letter with their advisor and/or the PT Chairperson.

4. 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.

5. Students will be informed of the decision with a written letter from the Chair, copied to the Dean, Advisor and Associate Provost for Student Affairs.

Denial of Appeal

Should the DPT faculty vote to uphold the dismissal, the student may appeal to the Provost.

Reinstatement

If the appeal is successful, the reinstatement requirements will be developed by 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 success.

Professionalism in Physical Therapy

Professional Ethics

A professional is someone who offers a service of significant social value with maximum competence. Being a professional means that one's actions no longer reflect only self but also the entire profession. Professionals must act according to high standards of technical and ethical competence, especially in a doctoring profession such as physical therapy. Professional codes of ethics provide guidelines for such behavior. The American Physical Therapy Association (APTA) Code of Ethics sets forth ethical principles for the physical therapy profession. The DPT Program uses the APTA Code of Ethics to guide all of the course curriculum as well as interactions between faculty, staff and students. DPT students of Mount St. Joseph University are responsible for acting within the APTA Code of Ethics.

Professional Values and Behaviors

Physical therapists are also guided by the APTA Core Values. The 7 Core Values (accountability, altruism, compassion/caring, excellence, integrity, professional duty and social responsibility) define the critical elements of professionalism for physical therapists. Physical therapists aspire to and wisely apply the core values in their daily practice. The Core Values are not rules to follow but rather principles to guide professional behaviors. While the Core Values serve as the ideal in professionalism for physical therapists, they are often too broad in scope to serve as measure of professionalism in developing students. The Core Values are guides for practicing clinicians rather than students who are actively learning professional behaviors. They are best used as an assessment once students are in their full- time terminal clinical experiences. 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[5] (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).*

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[5]http://www.apta.org/

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.

1. **Students may be dismissed from the DPT Program for behaviors that violate the APTA Code of Ethics.**

2. **Students may be dismissed from the DPT Program for consistent unprofessional behavior as assessed by faculty using the categories of the Generic Abilities.**

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 Academic Honesty Policy. **Any form of academic dishonesty will not be tolerated by School of Health Sciences and may result in dismissal from the DPT program.**

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. Full requirements are found here.

Admission Criteria

- Completion of the PTCAS application including ALL verifications, transcripts, etc. by the application deadline as posted on PTCAS

- Conferment of a bachelor's degree prior to program start

- Overall GPA > 3.0/4.0

- Prerequisite course work completed within last 10 years

- 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)

- GRE scores within 5 years of application deadline

- Participate in the interview process

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
   - 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. *In light of the COVID pandemic, observation hour requirements have been decreased to 30 hours total, with a minimum of 10 hours in the inpatient environment.*

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)

2. TOEFL requirements: paper-based - 510 undergraduate, 560 graduate, computer-based - 220, i-TOEFL - 83. (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

ALL application materials must be completed and to PTCAS by October 1st of the year prior to matriculation 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.

Physical Therapy Program Graduation Requirement

In addition to the academic and professional standards outlined above, students are required to complete the 117 credit curriculum (courses listed below). All students must complete the DPT program with 5 years of matriculation.

Course Descriptions can be found on page 113.

Program Requirements

Hours: 117

Year One

BIO 526/BIO 526A Human Gross Anatomy with LAB (8)
PT 601 Foundational Science (4)
PT 603 Surface Anatomy (1)
PT 605/605A Clinical Exercise Physiology with LAB (3)
PT 608/608A Biomechanics/Kinesiology with LAB (4)
PT 610/610A Basic Patient Care Skills with LAB (3)
PT 611/611A Therapeutic Modalities with LAB (3)
PT 612/612A Basic Examination & Evaluation with LAB (3)
PT 615/615A Therapeutic Exercise with LAB (3)
PT 624/624A Neuroscience with LAB (3)
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 702 Foundational Science II (3)
PT 703 Foundational Science III (3)
PT 715/715A Patient Management: Acute Care & Cardiopulmonary with LAB (4)
PT 720/720A Patient Management: Applied Orthopedics I with LAB (5)
PT 721/721A Patient Management: Applied Orthopedics II with LAB (6)
PT 722/722A Patient Mgmt:Neurological Rehabilitation I with LAB (3)
PT 725/725A Patient Mgmt:Neurological Rehabilitation II with LAB (3)
PT 745/745A Patient Management:Special Topics with LAB (3)
PT 746 Patient Management:Lifespan I- Pediatric Conditions (3)
PT 747/747A Patient Management:Lifespan II- Geriatric Conditions with LAB (4)
PT 754 Professional Issues in PT II (1)
PT 762 Research in PT II (3)
PT 770 Administration, Consultation & Management (3)
PT 780 Introduction to Clinical Experience (2)

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 (1)

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 - MINIMUM 3 hours/MAXIMUM 6 hours from the following:

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

Physician Assistant Studies

Darla Vale, Ph.D., RN, Dean of the School of Health Sciences
Jen Garrett, 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 Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted **Accreditation-Continued** status to the **Mount St. Joseph University Physician Assistant Program** sponsored by **Mount St. Joseph University**. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be **2032 March**. The review date is contingent upon continued compliance with the Accreditation *Standards* and ARC-PA policy.

The program's accreditation history can be viewed on the ARC-PA website at **http://www.arc-pa.org/accreditation-history-mt-st-Joseph-university/** .

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 minus or greater) 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

Each prerequisite course must have been completed within 10 years of matriculation into the program (January of the year you start), except for **Anatomy and Physiology I & II with lab, which must be completed within 5 years of matriculation,** unless the applicant has been continuously employed as a **licensed or certified** 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, PA-CAT 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

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

No applicant who was dismissed from, or discontinued their participation in, a health professional program due to an academic deficiency or non-academic policy violation(s) will be considered for admission.

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.

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

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 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)
PAS 708 Elective Clinical Experience- Special Populations (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.

Speech-Language Pathology

Darla Vale, Ph.D., RN, Dean of the School of Health Sciences
Erin Redle Sizemore, PhD CCC-SLP, Program Director and Chair, Department of Speech, Language, and Hearing Sciences

The Master of Speech-Language Pathology program prepares high-quality clinicians infused with a deep commitment to meeting the needs and challenges of their clients through professional and personal excellence. Students will acquire the knowledge and skills to implement comprehensive services for individuals with communication and swallowing disorders together with their families, while employing evidence-based practices and accepting persons of all cultures and beliefs. Students will develop the leadership abilities, interprofessional collaborative skills, personal insight, and integrity to make a meaningful impact through service to others, their community, and their profession.

Students complete clinical training in a variety of ways. In the first year, students complete a series of simulation seminars and clinical experiences supervised by Mount Faculty. The simulation seminars are built into the curriculum. Also in the first year, direct clinical experiences are obtained in community-based practicum experiences. These experiences are supervised by Mount Faculty with advanced training in clinical supervision to enhance and refine clinical skills. In the second year, students complete 2 full-time external placements, typically one in a medical setting and one in an educational setting.

Speech-Language Pathology Admission Requirements

All students must complete the Central Application Service for Communication Sciences and Disorders (CSDCAS) application. This can be accessed via the CSDCAS website. The CSDCAS application includes:

- A minimum of 2 letters of recommendation; letters from previous academic instructors are highly recommended

- A personal statement and writing sample

General Admission Criteria for MSLP

- Completed Bachelor's degree from an accredited undergraduate institution upon program matriculation

- 3.0 cumulative grade point average on 4.0 scale

- Prerequisite courses:

  - Anatomy and Physiology of Speech and Hearing (SLP prereq)

  - Phonetics (SLP prereq)

  - Speech and Language Development (SLP prereq)

  - Introduction to Audiology (SLP prereq)

  - General Biology (ASHA requirement)

  - General Physics or Chemistry (ASHA requirement)

  - Psychology or Sociology (ASHA requirement)

  - Statistics (ASHA requirement)

- B or higher is required in all SLP pre-requisite courses. C or higher is required in all ASHA required prerequisite courses.

- Meet the technical standards of the profession

Foreign Language Requirement

Applicants for the MSLP program are required to have an iBT minimum score of 90 with minimum individual scores of 26 in speaking, 22 in listening, 20 in writing, and 22 in reading. Official scores must be within 2 years of application to the program. Per the University, the MSLP Program Director can waive this requirement if a satisfactory GRE score is submitted, or the students completed their undergraduate degree at an accredited higher-education institution in the United States.

MSLP 3+2 program Admission Criteria

The 3+2 option allows students who meet the requirements of the 3+2 to start the MSLP program in the fourth year of their undergraduate program. The specific requirements to enroll in the MSLP are:

- 3.3 cumulative GPA

- B (3.0) or better in all SLH courses

- C (2.0) or better in required/related courses

- No instances of academic misconduct or academic probation

- Meet the technical standards of the profession

- Have completed a minimum of 107 credit hours

Program Requirements for MSLP

The Master of Speech-Language Pathology (MSLP) education program in speech-language pathology (residential) at Mount St. Joseph University is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. Candidacy is a "preaccreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of 5 years.

Hours: 69

Year One

SLP 501 Clinical Neuroanatomy & Neurophysiology (3)
SLP 503 Early Language Disorders (3)
SLP 504 Graduate Seminar (1)
SLP 510 Research Methods and Application (3)
SLP 520 Clinical Speech Science (2)
SLP 531 Simulation & Integration I (3)
SLP 532 Simulation & Integration II (2)
SLP 533 Simulation & Integration III (2)
SLP 541 School Age Language & Literacy Disorders (3)
SLP 542 Speech Sound Disorders (3)
SLP 544 Fluency & Counseling (2)
SLP 545 Management of Hearing Loss for SLPs (2)
SLP 601 Dysphagia (4)
SLP 602 Adult Language Disorders (4)
SLP 603 Voice and Resonance (2)
SLP 604 Motor Speech Disorders (2)
SLP 621 Augmentative and Alternative Communication (3)
SLP 650 Clinical Practicum I (1)
SLP 651 Clinical Practicum II (1)
SLP 652 Clinical Practicum III (1)

Year Two

SLP 543 Policy, Funding, and Advocacy in Speech-Language Pathology (2)
SLP 622 Complex Conditions Across the Lifespan (3)
SLP 653 Clinical Practicum Med/Clinic (5)
SLP 654 School Practicum (6)
SLP 780 Capstone (3)

Elective (3)

Academic Probation and Dismissal

The MSLP policies on Academic Probation and Dismissal are consistent with the university's policies. Additionally, students in the MSLP program may be placed on probation for a grade of C in any Simulation and Integration course (SLP 531, 532, 533) or Clinical Practicum course (SLP 650, 651, 652, 653, 654). Students will be dismissed from the program for 2 or more C grades in these courses.

Program Outcomes

By the end of the program, the graduate will be able to:

- demonstrate an understanding of human communication and swallowing processes across the lifespan as well as the cultural influences on these processes.

- evaluate and diagnose communication and swallowing disorders with consideration for the influences of culture, family, and the social determinants of health.

- identify and implement evidence-based methods of prevention, assessment, and intervention for persons with communication and swallowing disorders.

- integrate current evidence into high-quality and culturally responsive clinical practice.

- demonstrate the ethical decision making, integrity, and advocacy skills to provide meaningful leadership in the community and profession.

- engage in effective communication and collaboration with patients, families, and interprofessional teams.

Academic Information

- Academic Calendar
- Course Descriptions
- Degree Programs
- Faculty
- Accreditation, Memberships & Assessment
- Posthumous Degree Policy

Academic Calendar

2023-24 Academic Calendar

First Semester 2024 (S1 24)

August 28	Monday	Classes Begin (Day & Evening)
September 4	Monday	Labor Day - Holiday
October 13	Friday	Mid-Semester Holiday for Faculty/Students**
November 22-26	Wednesday-Sunday	Thanksgiving Recess - University Closed
November 27	Monday	Classes Resume
December 11-14	Monday-Thursday	Semester Examinations
December 14	Thursday	Semester Ends
December 16	Saturday	December Graduation Ceremony (10:00 a.m.)

Second Semester 2024 (S2 24)

January 15	Monday	Martin Luther King Holiday
January 16	Tuesday	Classes Begin (Day & Evening)
February 23	Friday	Mid-Semester Holiday for Faculty/Students**
March 11-16	Monday-Saturday	Spring Break
March 18	Monday	Classes Resume
March 29 - April 1	Friday-Monday	Easter Break (Good Friday thru Easter Monday)
April 2	Tuesday	Classes Resume
May 6-9	Monday-Thursday	Semester Examinations
May 9	Thursday	Semester Ends
May 11	Saturday	Commencement

Summer Semester 2024 (S4 24)

May 12 - August 16	All Summer Session
May 12 - June 23	Summer Session I
July 8- August 16	Summer Session II
May 27, 2024	Memorial Day Holiday
June 19, 2024	Juneteenth Holiday
July 4, 2024	Independence Day Holiday

Course Descriptions

The following departments have course descriptions listed in the **Graduate 2023-2024** catalog or view[6] all descriptions alphabetically by course number on one web page.

Arts & Humanities
Art & Design
Liberal Arts
Music

Behavioral & Natural Sciences
Biology

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[6]https://webreg.msj.edu/cgi-bin/public/crscat/SJcrsdesclist.cgi?dept=ALLDEPTS&cat=GR24

Business
Business Administration
Organizational Leadership

Education
Education (Doctorate)
Education (Graduate)

Health Sciences
Nursing
Physical Therapy
Physician Assistant Studies
Speech, Language, and Hearing Sciences

Degree Programs

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

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

Education
Master of Arts
Major in 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)

Doctor of Education
Concentration in reading science
(Department of Doctorate 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)

Speech-Language Pathology
Master of Speech-Language Pathology
(Department of Speech, Language, and Hearing Sciences, School of Health Sciences)

The Master of Speech-Language Pathology (MSLP) education program in speech-language pathology (residential) at Mount St. Joseph University is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. Candidacy is a "preaccreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of 5 years.

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 Department of Higher Education (ODHE). 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 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), 3030 Potomac Ave, Suite 100, Alexandria, VA 22305, 800-999-2782. Website: 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 Department of Higher Education (ODHE).

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 Department of Higher Education. 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 2001, (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. Undergraduate and Graduate programs in the School of Business are accredited by the Accreditation Council for Business Schools and Programs since 2021.

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted **Accreditation-Continued** status to the **Mount St. Joseph University Physician Assistant Program** sponsored by **Mount St. Joseph University**. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*. Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be **2032 March**. The review date is contingent upon continued compliance with the Accreditation *Standards* and ARC-PA policy. The program's accreditation history can be viewed on the ARC-PA website at **http://www.arc-pa.org/accreditation-history-mt-st-joseph-university/**.

The Master of Speech-Language Pathology (MSLP) education program in speech-language pathology (residential) at Mount St. Joseph University is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. Candidacy is a "preaccreditation" status with the CAA, awarded to developing or emerging programs for a maximum period of 5 years.

Faculty

Select an area to view its faculty members or view all faculty by area in one web page[7].

- Office of the Provost
- School of Arts and Humanities
- School of Behavioral and Natural Sciences
- School of Business
- School of Education
- School of Health Sciences
- University Librarians

Accreditation, Memberships & Assessment

Accreditation or Approval

The University receives its regional accreditation[8] from The Higher Learning Commission[9].

The University receives its certificate of authorization from:

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[7]https://webreg.msj.edu/cgi-bin/public/crscat/faculty.cgi?area=ALL
[8]https://www.msj.edu/admission/state-authorization/index.html
[9]https://www.hlcommission.org/

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

To learn more, contact: Ohio Department of Higher Education[10].

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

Accreditation Council for Business Schools and Programs
Accreditation Review Commission on Education for the Physician Assistant
Commission on Accreditation in Physical Therapy Education[11]
Commission on Collegiate Nursing Education
Council for the Accreditation of Educator Preparation
Council on Social Work Education
International Dyslexia Association
Ohio Board of Nursing
Ohio Department of Education

Institutional Memberships

Accreditation Council for Business Schools and Programs
American Academy of Physician Assistants
American Association of Colleges and Universities
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
International Dyslexia Association

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[10]https://www.ohiohighered.org/
[11]http://www.ccneaccreditation.org/

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.

Posthumous Degree Policy

1. A request for the awarding of a posthumous degree may be initiated by the deceased student's family, OR by the student's advisor/program chair. The request is made to the Provost.

2. The Registrar will review the student's record to determine whether the student has met the following criteria:

    a. Student is in good academic standing.

    b. Student is in good social standing.

    c. Student's cause of death was not due to any unlawful activity by the student.

    d. Student has completed more than 90 semester hours to earn an undergraduate degree, 30 of which must be MSJ hours, or has 6 to 9 semester hours remaining to earn a graduate degree. (Other criteria may be considered at the discretion of the Registrar and the Provost.)

3. The Provost will have final approval of the awarding of a posthumous degree once the above criteria has been confirmed by the Registrar and Dean of Students.

4. The Registrar will note if the student was enrolled at the time of death or was an active-duty member of the U.S. Armed Forces, federal military reserve forces, or National Guard.

5. A notation that the degree is presented posthumously is indicated on the student record. It will appear on the transcript, commencement program, and diploma. The student's name in the commencement program will be listed parenthetically noted as "Posthumous". The diploma will say, "Awarded Posthumously". The transcript will be noted that it is a posthumous degree.

6. The diploma may be presented to a family member during a Commencement ceremony or Baccalaureate service at the families' request.

7. A deceased student who does not meet the semester hour requirement for a degree may be awarded a posthumous certificate of recognition, if appropriate. The certificate is posted on the transcript and is presented privately. A lower posthumous degree (AS instead of BS) may also be considered.

Advising & Registration

- Catalog Requirements & Advising

- Classification & Change of Status

- Course Load, Selection & Numbering System

- Course Scheduling, Timeframe & Delivery Formats

- Graduate Courses for Undergraduates

- Independent Study / Learning Contracts

- Registration Procedures

- Study at Other Institutions: Consortiums

- Veterans' Education

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. A part-time course load is defined as registered for at least one course and less than nine hours.

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.

In*Sync-In*Sync courses include a combination of asynchronous and synchronous learning. With this format, a student will not only work on their own schedule to meet deadlines for assignments but also will attend scheduled virtual class sessions. Delivered through Blackboard, the content for this delivery format is highly structured.

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 both online and in the scheduled in-person class sessions. 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 at Mount St. Joseph University may enroll, with written approval of their academic advisor and a graduate program advisor, in graduate courses (courses #500+), subject to the following conditions. (Note: 4+1 MBA and 3+2 SLH/MSLP students are exceptions to this policy; please see the 4+1 MBA and the 3+2 MSLP programs for more details.)

1. Graduate courses may be cross-listed 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 at the University may take graduate courses for graduate credit applied to a graduate academic record with the permission of the chairperson of the department offering graduate studies.

3. Undergraduate seniors may not register for more than a combined total of eighteen (18) hours of undergraduate and graduate courses.

4. The maximum amount of graduate credit may not exceed nine (9) hours while simultaneously pursuing an undergraduate degree.

5. Seniors who wish to take graduate level courses under the above guidelines are advised to check with Financial Aid prior to registering.

6. Students enrolling in graduate level courses under the above guidelines will be charged graduate level tuition.

Undergraduate seniors in their final semester of study at another regionally accredited college or university may not enroll for more than six (6) hours of graduate credit as a non-matriculated student, subject to the above restrictions.

Independent Study / Learning Contracts

Students who wish to undertake an independent study must consult with their advisor and register in the independent study course. The instructor's approval 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* available on myMount.

In-person registration support is provided in the Conlan Center, Student Administrative Services. Graduate students may register on the web, in person, or be registered by the department.

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 in myMount. 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 through myMount. Students must submit an add/drop form, with all required signatures (student, instructor, advisor, provost) for processing, to Student Administrative Services.

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

Auditing

Graduate students may audit courses (except independent study courses and online courses) 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 and online courses) 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.

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

7 Week Term	
Weekend/Week 1-3 (*"W" grade begins the meeting day in week 3)*	No record of dropped class if dropped before meeting day of 3rd week
Weekend/Week 4-5 (*Grade of "W" ends the meeting day of the 5th week)*	Grade of "W" for dropped class
Weekend/Week 6-7	No drops accepted the day after the 5th week meeting day
8 Week Term	
Weekend/Week 1-3 (*"W" grade begins meeting day in week 3)*	No record of dropped class if dropped before meeting day of 3rd week
Weekend/Week 4-6 (*Grade of "W" ends the meeting day of 6th week)*	Grade of "W" for dropped class
Weekend/Week 7-8	No drops accepted the day after the 6th week meeting day
10 Week Term	
Week 1-3 (*"W" grade begins the meeting day in week 3)*	No record of dropped class if dropped before the meeting day of 3rd week
Week 4-6 *(Grade of "W" ends the meeting day of 6th week)*	Grade of "W" for dropped class
Week 7-10	No drops accepted the day after the 6th week meeting day

Online Seven Week Classes	
Weeks 1-3	No record of dropped class if dropped **before** the day in the 3 rd week that corresponds to the start date 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 4-5 meeting day *(Grade of "W" ends the day after the day in the 5 th week that corresponds to the start date of the course as listed in the Course Schedule)*	"W" grade for dropped class
Weeks 6-7	No drops accepted the day after the 5 th week drop 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" 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*	Grade of "W" for dropped class
Weeks 7-8	No drops accepted the day after the 6th week drop day

Specific dates for each term are published on myMount.

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 myMount, 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/general 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. 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 Acadeum 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 and $10 per consortium credit hour processing fee 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 additional 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 by the student.**

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 Office Academic Advising Resource Center (AARC) 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 and Memorandum of Understanding for Mount St. Joseph University's Academic Advising Resource Center. 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. Information about how to submit the cross registration form to the institution where the course will be taken can be found on the GC3 website or from the GC3 representative in the AARC.

6. If a change in enrollment status (add/drop) is made, the add/drop procedure must be completed at both schools by the student prior to the published registration/drop/withdrawal dates.

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, 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 (ROTC and band only), 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 sends information to the student about how to request the course in the Acadeum system. After the Administrator approves the request in the Acadeum system, the provider/host institution is alerted. The student and Administrator will receive information via email from the provider/host institution to confirm or deny enrollment for the course.

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 Acadeum consortium course after the withdrawal date stated on the MOU, will be charged an enrollment fee per course as stated on the MOU.

5. A student who enrolls in Acadeum coursework and has two attempts resulting in withdrawal or failure will no longer be eligible to participate in Acadeum 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 Acadeum 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 Acadeum 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.

Veterans and students receiving VA educational benefits have priority registration each semester.

Student Rights & University Policies

- Academic Policies

- Nondiscrimination Policy

- Formal Complaints

View the University's Title IX Policy[12] and Anti-Hazing Policy[13].

Additional policies that apply to students can be found in the Student Handbook[14] and University Policies[15].

Academic Policies

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

- Academic Grade Appeal Policy

- Academic Honesty Violation Policy

- Academic Standards

- Active Duty Policy: Policy/Procedures for Military/Veterans Called to Active Duty

- Disability Services Policy

- Emergency Medical Leave of Absence

- FERPA

- Grades

- Incomplete Grades

- Graduation

- Honor Society

- Prior Learning Assessment

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[12] https://www.msj.edu/about/title-ix/
[13] https://www.msj.edu/about/anti-hazing-policy-and-reporting/index.html
[14] https://www.msj.edu/student-handbook
[15] https://mymount.msj.edu/ICS/Info_and_Policies/

- Registration Requirements

- Solomon Amendment

- Student Responsibility

- Temporary Medical, Pregnancy and Other Conditions

- Transfer Policies

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 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 and may request to meet with the instructor in person. The student shall deliver the response to the instructor within five (5) calendar days (excluding University holidays) of the student having received notice. After receiving the student's response, if one is provided, the instructor shall schedule a meeting with the student within five (5) calendar days (excluding University holidays) if requested by the student in the written response.

3. **REPORT:** If the instructor determines that the student violated this policy, the instructor shall complete an Academic Dishonesty Occurrence Report within fifteen (15) calendar days from the date the instructor gave the student notice of the allegation of academic dishonesty. 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. 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. The Academic Dishonesty Occurrence Report shall be submitted to the Provost or designee and the student via an email to come through myMount by auto-generation.

4. **APPEAL OF INSTRUCTOR DETERMINATION:** An instructor is required to post the letter grade earned in the class, factoring in any consequences of the academic dishonesty that may negatively impact the grade, even if the finding of a violation of the academic honesty policy is being appealed by the student. If the student wishes to appeal the determination of the instructor, the student must do so, in writing, to the School Dean, or designee. The Dean, or designee, must receive the appeal within three (3) calendar days (excluding University holidays) of the issuance of the Academic Dishonesty Occurrence Report. The Dean, or designee, 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, or designee, having received the written appeal. The Dean, designee, 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, or designee, be unsatisfactory to the student or the instructor, either party may submit a letter of appeal to Provost or designee asking for a review of the decision. The letter of appeal must be received within three (3) calendar days (excluding University holidays) of the issuance of the Dean's, or designee's, decision. The letter of appeal must 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. The written decision of the Provost or designee will be provided to all parties within five (5) business days of having received the appeal. This concludes the appeals process as it relates to the instructor's determination. 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. If a student is successful in his or her appeal, the Provost or designee will notify the instructor and the procedures for a grade change will be initiated.

5. **PROVOST REVIEW:** Upon receipt of the Academic Dishonesty Occurrence Report and the expiration of the appeals process described in paragraph 4, the Provost or designee 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 Provost or designee. 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 Provost or designee received the Academic Dishonesty Occurrence Report.

6. **APPEAL OF ADDITIONAL CONSEQUENCES:** A student may appeal any additional consequences imposed by the Provost or designee. The appeal must be in writing and will be considered by the 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 Provost or designee emailed notification of additional consequences to the student. The appeal can be emailed to <a href="mailto:Provost@msj.edu">Provost@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 Provost or designee, modify the additional conseque nces imposed by the Provost or designee, or eliminate the additional consequence s altogether. The Associate Provost for Academic Affairs will notify the student and the Provost or designee, 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 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.

Active Duty Policy: Policy/Procedures for Military/Veterans Called to Active Duty

Mount St. Joseph University is very supportive when our military/veterans are called to active duty. Available options for a student served with orders will vary depending on the week in the semester (or the course) when the orders are received. A student **must** show a copy of the official order for active duty to the VA School Certifying Official, in the Registrar's Office, who will assist the student in completing the required paperwork.

Available Options

a. If the student has completed at least 80% of the coursework for a standard or accelerated course(s) and a grade can be determined by the course instructor, a written approval from the instructor will need to be submitted with a grade for the course.

b. If the student has completed a sufficient amount of coursework for a standard or accelerated course(s) and the instructor feels the coursework can be finished, a learning contract can be made in writing between the student and the instructor for how the coursework will be completed via distance learning. If the coursework is not completed by the end of the term, a grade of Satisfactory in Progress (SP) will be assigned for a period of up to one year until the work is fulfilled.

NOTE: A copy of the written agreement between the student and all instructors presented in options a. and b. must be on file in the Registrar's Office.

c. If the student **has not** completed a sufficient or majority amount of coursework, all classes for the current semester (and next semester, if appropriate) will be completely dropped. A 100% refund for tuition and fees will be initiated for the appropriate semester.

NOTE: **This option is not available for students who enlist in military service and withdraw from the University.** A withdrawal from courses due to voluntary enlistment will receive a refund according to the regular refund policy in effect at the time of withdrawal. The voluntary enlistment will entitle the student to a credit statement issued from the Vice President for Academic Affairs which will permit the student to repeat either part or the whole semester in which the student was enrolled at the time of the student's withdrawal.

Military/Veterans Student Responsibilities and Actions

1. The senior degree candidate student qualifying in his/her last semester will graduate with his/her class provided:

- A sufficient/majority amount of coursework has been completed on which to base a grade (options a. and b.)

- The credits for courses taken in the final semester complete the regular requirements for the degree for which he/she is a candidate.

2. The student receiving VA Educational Benefits must show a copy of official orders for active duty and the drop/add receipt to the V.A. School Certifying Official in the Registrar's Office. This is essential to complete documents to interrupt V.A. benefits and prevent overpayment.

3. Those students who have elected student health insurance coverage must contact the Dean of Students' Office as they may be eligible for a 100% reimbursement of the paid premium.

4. The dorm student must contact the Dean of Students' Office regarding a pro-rated refund for room and board charges.

5. Financial Aid funds can be refunded from the date of withdrawal; however, the student is responsible for any expense monies received.

A student called to active military duty may choose to remain under requirements of his/her college catalog or may elect to change to the catalog in effect upon returning to the Mount to resume coursework toward degree completion.

FERPA

Annual Notification of Students Rights Under the Family Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. An eligible student under FERPA is defined as a student who is 18 years of age or older, OR who attends the University. Attending students become eligible the first day of the semester in which they are enrolled.

1. Students have the right to inspect and review their education records within 45 days of the day Mount St. Joseph University receives a request for access. Students should submit to the Registrar's Office written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar's Office, the student shall be advised of the correct official to whom the request should be addressed. If the student does not live within reasonable commuting distance from the University and wishes to inspect their records, the student must provide this information with the 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).

   In general, an education record is any record which contains information that is personally identifiable to a student, and is maintained by the University or by a party or organization acting on behalf of the school. Education records may include: written and printed documents; electronic media; magnetic tape (microfilm and microfiche); film, diskette or CD's; video or audio tapes. This includes transcripts or other records obtained from a school in which a student was previously enrolled. The following exemptions are **not** part of the education record or subject to this Act:

  i. Personal records maintained by University staff/faculty if kept in the sole possessions of that individual, and the information is not accessible or revealed to any other person, e.g. faculty grade book, advising file.

  ii. Employment records not contingent on the student's enrollment. (Therefore, student worker records, evaluations and files are part of a student's education record.)

  iii. Law enforcement records that are created by a law enforcement agency for that purpose.

  iv. Medical and psychological records used solely for treatment and made or maintained by a physician, psychologist, psychiatrist, or other recognized professional or paraprofessional acting in their professional capacity or assisting in a paraprofessional capacity.

  v. Alumni records containing information relating to a person after that person is no longer a student at the University.

2. Students have the right to request the University amend an education record that the student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the school to amend a record should write the school 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 by the student, 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 to a hearing.

3. Students have the right to provide written consent before the University discloses personally identifiable information (PII) from the student's record, except to the extent that FERPA authorizes disclosure of directory information without consent. The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with a legitimate educational interest:

   - A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, collection agent, degree conferral agent, document managing agent, and placement sites for internship, clinical, or similar student work/study opportunities); a person serving on the Board of Trustees; a student serving on an official committee, such as a disciplinary or grievance committee, and volunteers or other outside parties to whom the University has outsourced institutional services or functions that it would otherwise use employees to perform. 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.

   - As allowed within FERPA guidelines, the University may disclose education records without consent to officials of another school, upon request, in which a student seeks or intends to enroll.

   - 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.

4. The student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by Mount St. Joseph 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 20202-4605.

5. At its discretion, the University may provide Directory Information in accordance with the provisions of the Family Education Rights and Privacy Act. Directory Information is defined as that information which would not generally be considered harmful or invasive of privacy if disclosed. Designed Directory Information for the University includes the following:

- Student Name

- Address(es) (local, home, and email)

- 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 withhold Directory Information by notifying the Registrar in writing within the first two weeks of the academic semester the request is to become effective. A request form to withhold Directory Information is available in the Registrar's Office. The University assumes no liability for honoring a student's withholding of information.

6. As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records - including your Social Security Number, grades, or other private information - may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Mount St. Joseph University
Registrar Office
5701 Delhi Road
Cincinnati, OH 45233-1670
Registrar@msj.edu

Grades

Graduate Grading System

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

Grade	Quality	Points
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

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.

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.

Transcripts

Transcripts of a student's complete academic record at the University are obtained only upon 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 University 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.

Complete information regarding a transcript request can be found at
https://www.msj.edu/academics/registrar/transcript-requests/ .

Incomplete Grades

Students may request an Incomplete "I" grade ONLY if they have made significant academic progress in a course of at **least 50% of work must be completed** and plan to complete the work before an agreed upon deadline. Incomplete grades do not contribute to the semester or cumulative grade point average, and are not calculated in academic standing until replaced by a grade. Incompletes may hinder progress towards degree completion.

Requesting an incomplete requires the student to do the following:

1. Discuss the possibility of an Incomplete grade with the instructor.

2. Student must have completed 50% of the course requirements, and for a serious reason are unable to complete the remaining requirements by the end of the course.

3. Student must be able to complete the work without "sitting in" on the same course in the upcoming semester. Student will be provided access to material for the course receiving the incomplete.

4. If instructor is agreeable, student complete the Incomplete Contract with the instructor, and obtains instructor's signature by the last week of the classes for a traditional semester course OR before the last scheduled date of an accelerated course.

5. A completion date must be included prior to the "I' to "F" grade conversion chart 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.

6. Student submits the completed Incomplete Grade contract to the Registrar's Office prior to exam week or the final scheduled accelerated class meeting. Late submission requires approval from the Provost Office or designee.

Upon receipt, the Registrar's Office will enter the Incomplete grade and will maintain the Incomplete Grade Contract in the student record.

"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": Last day of the 3rd week of fall semester.
Summer session "I" grades change to "F": Last day of fall semester.

Graduation

Degrees Awarded

The University offers the following graduate degrees:

Doctor of Education
Doctor of Nursing Practice
Doctor of Physical Therapy
Master of Arts
Master of Business Administration
Master of Science in Nursing
Master of Science in Organizational Leadership
Master of Speech-Language Pathology
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 a graduation application which is submitted for approval to their advisor and program director and/or department chair. The approved 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 one-time $75.00 non-refundable graduation application fee is assessed to all graduation candidates for each degree and/or certificate application. Students who apply after posted application deadlines are at risk for not receiving important communications regarding participation in commencement and graduation-related activities, may not have their name listed in the commencement program, and may not be eligible to participate in commencement.

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.

Honor Society

Membership in Kappa Gamma Pi, the National Honor Society of Catholic Colleges, is awarded annually to a maximum of 10 percent of the graduating class. Students eligible for the award must have graduation honors (based on the grade point average and residency requirement for honors), must have been outstanding in service and leadership and must have met current qualifications as specified by Kappa Gamma Pi.

Kappa Gamma Pi and Chi Alpha Sigma honors are noted in the commencement 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.

Detailed information on the various PLA options is available at: https://www.msj.edu/academics/academic-opportunities/prior-learning-assessment/index.html

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[16] which specify the last date to register for accelerated/online courses in the "Dates to Remember" section of each document)

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[16]https://mymount.msj.edu/ICS/MSJAcademics/Catalogs.jnz?portlet=Semester_Policies

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 13 eligible units within the six 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
   f. **Space Force**: Space Force

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.

4. Email all requests to the attention of the Registrar at Registrar@msj.edu.

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 any University computer systems for any reason. Violations may result in criminal and civil penalties. *See* Ohio Revised Code 2913.04 and 2913.42. Additionally, violations by students and employees of the University will be subject to discipline under the Student Code of Conduct or Employee Handbook, respectively, which could result in sanctions up to and including dismissal from the University or termination of employment, as applicable.

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.

Transfer Credit Appeal Process

Students who disagree with how their transfer credits are accepted from previous institutions should contact the Assistant Registrar for Transfer to discuss the appeal process. Per the above transfer credit policy, program or department chairs determine the acceptability of transfer coursework. The transfer credit appeal process is as follows:

1. Upon submission of course syllabus or other pertinent course information, a review may be requested from the program or department evaluator.

2. If the student is not satisfied after the above review, they may appeal to the Dean of the appropriate School. The Dean's decision is final.

3. If appropriate, students may also contact the Career Center to begin the process of earning credit through the Prior Learning Assessment (PLA) process. Students may not earn additional PLA credit for course work they have already received credit through the traditional transfer process.

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. Depending on the point in the semester when the student requests a medical leave, the student may receive course withdrawal (W) notation(s) on their transcript which can impact financial aid and student billing. Therefore, prior to taking a medical leave, the student is strongly advised to consult with Financial Aid as the student will remain responsible for any balance due. 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 Services 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:
`https://mymount.msj.edu/ICS/MSJAcademics/Learning_Center/Disability_Services.jnz?portlet=Handouts`
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Non-Discrimination Policy

View[17] the Equal Opportunity and Non-Discrimination Policy for Mount St. Joseph University

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 Provost designee, 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 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

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[17]https://www.msj.edu/non-discrimination

through HLC. Learn more about the HLC complaint process[18].

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[19].

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[20].

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 https://cpe.ky.gov/campuses/consumer_complaint.html.

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[18]https://www.hlcommission.org/Student-Resources/complaints.html
[19]https://www.ohiohighered.org/students/complaints
[20]https://www.ohiohighered.org/students/complaints

Finance and Mission

- Tuition, Fees & Payments

- Financing the University

- University Mission and Catholic Identity Statement

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 allocation of money 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 surpluses from auxiliary activities of the University. 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.

University Mission and Catholic Identity Statement

View the University Mission and Catholic Identity Statement[21]

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[21] https://mymount.msj.edu/ICS/Mount_Community/Mission_and_Catholic_Identity.jnz

Appendices

Appendix A: 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.

ACC 605 Accounting for Leaders (3)
Develops foundational knowledge and skills in working with accounting data, to be applied in planning and controlling business operations. Topics include cost concepts and classifications, cost volume profit (CVP) analysis, and capital budgeting.

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.

This course can be repeated 2 times for credit.

ART 520 Painting Workshop (3)
This course can be repeated 2 times for credit.

ART 525 Ceramics Workshop (3-6)
Enhancement of technical development of throwing on the wheel, decorative skills and glazing formulae.

This course can be repeated 2 times for credit.

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 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.

This course can be repeated 2 times for credit.

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 505 Legal and Ethical Responsibility (3)
Overview of key legal and regulatory issues for businesses and their decision-makers, including ethical and societal considerations. Analysis of business practices through application of relevant law to organizational management.

BUS 510 Social Responsibility for Managers (3)
Students develop business and critical thinking skills that help companies lead positive environmental and social change in their global and local communities. Topics to be discussed include responsibly investing, environmental sustainability, diversity, equity, and inclusion, social entrepreneurship, and the basics of non-profit management.

BUS 604 MBA Seminar I (3)
Examination of a single cutting-edge management topic. Potential topics include entrepreneurship and innovation, nonprofit management, global commerce, international finance, and supply chain management.

BUS 605 MBA Seminar I (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.

BUS 606 MBA Seminar II (3)
Examination of a single cutting-edge management topic. Potential topics include entrepreneurship and innovation, nonprofit management, global commerce, international finance, and supply chain management.

DEI

DEI 521 Foundations in DEI (3)
This diversity, equity & inclusion (DEI) course is designed to provide professionals an opportunity to increase their individual aptitude and knowledge in foundational concepts of diversity, equity and inclusion. Students will be challenged to explore and unpack their own biases and identify areas for improvement. Students will begin to recognize blind spots connected to diversity, equity and inclusion and develop an actionable plan for their ongoing growth. Further, this course will introduce students to the reality of human organizations being diverse spaces and examining efforts to make those spaces more equitable. Students will begin to examine unintended consequences of policy/practice that create or perpetuate inequitable environments and opportunities in organizations.

DEI 538 Race, Racism, Power, and Privilege (3)
This diversity, equity and inclusion course is designed to support professionals in understanding issues of race and the impact of systemic racism in our communities. Students will identify some of the realities of race and racism including identification of the hidden burden that people of color face at the intersection of race, power, and privilege. Critical race theory (CRT) and its theoretical relevance as a framework to examine and challenge disparate opportunities for people of color will be explored. The course will offer an examination of the policies, procedures, and structures that perpetuate disproportionality and overrepresentation. Students will learn about methods for dismantling systemic racism.

DEI 555 Diverse, Equitable and Inclusive Organizations (3)
This diversity, equity and inclusion course is designed to support professionals in assessing the climate of diversity, equity and inclusion in an organization. Students will learn to build DEI action plans, implement the plans, and engage in a continuous cycle of improvement in making organizations increasingly diverse, equitable, and inclusive. This course will examine the constructs of racism, sexism, classism, ableism, heterosexism and other forms of oppression.

DEI 589 Inclusive Leadership (3)
This diversity, equity and inclusion course is designed to support professionals in facilitating helpful conversations surrounding DEI. Positive, equitable approaches will be developed through evidence-based understanding, founded upon the evidence base. Students will learn to recognize the roles of resistance and conflict in the change process. This course helps students develop leadership skills that foster equity, inclusion.

DEI 619 Diversity, Equity and Inclusion Capstone (3)
This course requires students to finalize and deliver a DEI project as the program's culminating course. This project is required for the certificate. Participants are expected to demonstrate skills and competencies acquired over the course of the program. Projects should serve as an examination of strategies for designing

and creating safety in organizations and communities which honor each person's cultural backgrounds and lived experiences.

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 504 Classroom Management (3)
Evidenced based principles and practices in relationship-based classroom leadership. Basic concepts of proactively managing a classroom through addressing social emotional needs. Models and strategies that influence and can be used for increasing student engagement and learning.

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

EDU 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 631 Promoting Student Development P-12 and The Effects of Trauma (3)
Specialized study of the physical, social, emotional, cognitive, moral/ethical, and aesthetic development of typical and atypical children throughout the P-12 continuum and the impacts of trauma. The course will emphasize mental health and social emotional development to provide learning environments and experiences which support and enhance the development of all P-12 learners.

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.

This course can be repeated 10 times for credit.

EDU 700 Introduction to Research Design and Statistics (3)
Prerequisite(s): Admittance to the Doctoral Program
Introduction to Research Design and Statistics provides understanding of how to improve study design, collection and analyze data, and promote reproducible research. It includes a detailed overview of scientific inquiry, examples of various research designs, a discussion of data management methods, and an introduction to statistical analysis. Dissertation requirements and methodology will be outlined.

EDU 701 Intermediate Research Design and Statistics (3)
Prerequisite(s): EDU 700
In this course, doctoral students review and deepen their knowledge of research design with a primary focus on learning statistical reasoning, the connection between design and statistical analysis, and how to run statistical analyses in SPSS. By gaining experience with data entry, analyses, and interpretation, doctoral students build the foundation skills needed to understand primary research papers and to further engagement in dissertation research. The research designs we discuss include those that test relationships (correlation and those that test cause (one and two variable experiments, quasi-experiments, and single case/small N designs that are appropriate for reading research).

EDU 702 Behavioral Research Methods and Program Evaluation (3)
Prerequisite(s): EDU 700 & EDU 701
In Behavioral Research Methods and Program Evaluation, students learn about single-case design procedures for use in academic intervention research and practice. The course presents several behavioral research designs that you can apply to reading intervention research in school settings and can be used in the program?s dissertation. In addition, you will learn about the methods and tools used in program evaluation. You will further your understanding of how to interpret data for educational decision-making and learn how to design and implement effective program evaluations. The course will prepare you to conduct program evaluations in schools and presents a methodology that may be used in the program?s dissertation. The course is designed to cultivate your skills in critically reviewing single-case design research and program evaluation studies so that you can become active producers and/or consumers of research.

EDU 703 Applied Research Methods (3)
Prerequisite(s): EDU 702
This course provides a structured approach to help doctoral students specify and develop a dissertation research plan in conjunction with the Committee Chair. The outcome of this course is an advanced draft of the Qualifying Paper (QP). Students draft the QP one section at a time, including an Introduction with a literature review, a Method, and a Data Analysis plan. Students incorporate feedback on their drafts into two revisions that culminate in an advanced draft of the QP that contributes to the Doctoral Portfolio.

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

EDU 801 Dissertation Seminar I (3)
Prerequisite(s): EDU 700
This course focuses on preparing students for their second-year research sequence and third-year dissertation work by reviewing key research content, preparing the doctoral portfolio, and exploring research topics.

EDU 802 Dissertation Seminar II (3)
Prerequisite(s): EDU 801
This course supports the development of the dissertation proposal to facilitate the timely and successful completion of the dissertation. The course reviews the dissertation process, including requirements, procedures, timelines, and research topics. Students defend their proposal and submit their projects to the IRB for approval as part of this course.

EDU 805 Dissertation Guidance (3-6)
Prerequisite(s): EDU 801
The purpose of these graduate hours is to provide coaching and support for doctoral students as they implement their research projects and write their corresponding dissertation. Stu dents will produce their scholarly research and writing under the direction of members of the Reading Science Faculty.

This course can be repeated 15 times for credit.

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.

MCE

MCE 533 School Practicum: Education Content (1-2)
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 585 Understanding and Managing Others (3)
Examines the complexity of individual and interpersonal behavior in organizations. Students develop skill in recognizing and managing individual differences, observing and evaluating team process and performance, and improving their own capabilities as team and organizational members.

MGT 602 Leadership in Organizations (3)
Explores ethical and effective leadership in organizations. Models, theories, and best practices are applied to complex organizational contexts. Emphasis is on developing the capabilities of oneself and others, while recognizing the key role of leadership in the experience of change.

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 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.

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 Ethical 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 606 Strategic Leadership (3)
Challenges leaders to consider strategic thought and action within their business, while holding it in the context of the larger organizational strategy. Invites leaders to explore a spectrum of strategic frameworks to consider in driving organizational change.

MOL 607 Talent Management and Development (3)
This course discusses concepts and tools organizations use to manage the performance of individuals, teams, functions, and total organizations. The major dimensions of talent management are addressed, including developing core competencies, the design and implementation of performance management systems, identifying, assessing, and developing talent, delivering performance management, coaching for individuals and teams, and driving employee engagement and retention.

MOL 615 Organizational Behavior (3)
Examination of individual, interpersonal, and group behavior in organizations. Focuses on effective leadership of self and others to achieve organizational objectives.

MOL 620 Organization Systems and Project Management (3)
Explores the nature of organizational systems, with focus on the emergent and fluid nature of operational strategy and tactics. Addresses theory, concepts, and practice to amplify the dynamics of changing organizations. Significant emphasis on project management practices as tools to engage systemic change.

MOL 625 Research and Decision Making (3)
Selecting and applying appropriate research methods and data analyses to organizational scenarios. Addresses standards of rigorous and ethical research, and communication of actionable data to inform leaders' decisions.

MOL 640 Capstone in Organizational Leadership (3)
Culminating experience of the MSOL program. Students complete an applied research project, integrating their learning from MSOL coursework. Course is completed during the final semester of the MSOL program.

MUS

MUS 550 Choral Workshop (1)
New Course
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.

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 both classroom and laboratory elements 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 concurrent 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 514C Primary Health Care Clinical Across the Lifespan (1)

Prerequisite(s): NUR 506, NUR 511, NUR 512, NUR 531
Corequisite(s): NUR 632, NUR 710
Concurrent requisite(s): NUR 504, NUR 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 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 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)

Human resources management is a crucial function as it deals with the organization?s most valuable asset: its employees. 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 the employee lifecycle in an organization. The lifecycle refers to the stages through which an employee advances while in an orga-

nization and the role that management, both human resources and nursing, play in that process. In general, there are four stages: talent acquisition (recruitment/onboarding), development, retention, and offboarding/separation. Intertwined within every stage are the concepts of legal and ethical issues, compensation and benefits, labor relations, conflict management, diversity and inclusion, and quality improvement.

NUR 731 Strategic Management in Nursing Administration (3)
This course explores the strategic management of healthcare projects and systems. The focus is to deliver skills and knowledge to nurse administrators related to strategic management and planning. Concepts throughout the course include business concepts, trends, and nursing issues facing a dynamic healthcare environment.

NUR 732 Organizational Management of Health Care Systems (3)
This course will explore the role of the manager in health care organizations. Topics include the basic management functions of planning, decision making, organizing, controlling and budgeting. Management processes such as business planning and project proposal development will be examined. The uses and purposes of organizational committees will also be examined. Employee training and development strategies will be analyzed as a method for employee motivation and retention in health care systems.

NUR 733 Finance for Nurse Administrators (3)
Business and economic principles will be discussed and budget preparation, strategies, and monitoring will be described. The strategic management process will be highlighted. The role of the nurse administrator in financial management will be integrated throughout the course culminating in the development of a business plan for quality.

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 compelling clinical 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 to-day'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 socioeconomical 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

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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 708 Elective Clinical Experience- Special Populations (5)

Prerequisite(s): All first year didactic courses
Under the guidance of a qualified preceptor, this course will allow the student to provide care for patients in a clinical setting that serves special populations, e.g., geriatrics, neonatology, LBGTQ+, medically under-served, rural health, correctional medicine, palliative care or other special populations, which fit a student's particular interest. Students have discretion in selecting their special population elective and may choose from multiple disciplines after consulting with their faculty advisor and the Clinical Director. This course will provide students exposure to common disorders and procedures encountered in that particular population. 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 identify clinical challenges associated with care of patients in certain populations, enhance cultural competence and develop strategies for improving health care disparities.

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.

PRM

PRM 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.

PRM 533 Primary Literacy Practicum (1)
One of two Primary Practica of 50 hours each. This practicum entails supervised teaching in an a Primary 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.

PRM 534 Primary Integrating Curriculum Practicum (1)
One of two Primary Practica of 50 hours each. This practicum entails supervised teaching in an a Primary setting to promote teaching skills related to Integrating the Curriculum.

PSY

PSY 635 Social Influence (3)
In-depth examination of the principles of social influence, individual and organizational sources of power, and ethical application of influence strategies in organizational settings.

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 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 (4)
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 (5)
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 (6)
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 780 Introduction to Clinical Experience (2)

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 853 Health Care Policy (3)

This interdisciplinary course explores health care systems in the United States from a historical, political, economic, social, and financial perspective. Delivery of health care, health care policies, financing of health care, and health care reform will be discussed with an emphasis on the leadership role the health care professional can take in affecting the health care system. Areas of exploration include: cost containment, managed care, social justice issues, quality assurance, legislative and regulatory controls, long-term care, and ethical/legal issues.

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 (1)

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 Vocabulary, Comprehension, and Writing 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, Instruction, 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 (3)
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 and completion of activities that will contribute to the successful passage of the KPEERI exam are also required.

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 designing classroom instruction and interventions to increase struggling reader's skills in these areas. Instructional techniques will be implemented and discussed in class.

RDG 593 Dyslexia Certificate Advanced Reading Practicum (0)
Prerequisite(s): RDG 591
Corequisite(s): RDG 532, RDG 592
The purpose of this field experience is to support students implementing Orton Gillingham into their classroom settings. Students will work with K-12 students within a classroom setting in their current school positions. This practicum is a requirement for the Dyslexia Certificate.

RDG 594 Advanced Evidence Based Practicum for Dyslexia Certificate (3)
Prerequisite(s): RDG 591
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.

RDG 740 Cognitive and Neuro Psych's Contributions to Understanding Reading and Learning (3)
Prerequisite(s): Admittance into the Doctoral Program
This course reviews seminal research in the science of reading and deeply explores research contributions from cognitive psychology and neurological psychology. Topics include understanding skilled reading, reading development, brain bases of reading (parts of the brain involved in reading, how the brain processes reading, four part processor model, etc.), anatomical and functional neuroimaging techniques, the causes of developmental reading impairments and how such impairments can be treated, and how technology effects reading. The research will be discussed in light of its applications for teaching and instruction.

RDG 745 Linguistics (3)
Prerequisite(s): RDG 770
This course increases awareness and understanding of the complex organization and systematic nature of language. The focus is on the significant core subfields of linguistics: orthography, phonetics, phonology, morphology, syntax, semantics, discourse, and pragmatics. This course intends to clarify the forms and functions of language to apply this disciplinary knowledge base to inform pedagogical knowledge.

RDG 750 Language Development: Research and Practice (3)
This course examines the research on language acquisition. It starts with an overview of first language acquisition, with an in-depth examination of the components of language development and their relationship to reading and writing. It then covers second language acquisition, and effective instruction and assessment of English Language Learners.

RDG 755 Reading Disabilities (3)
Prerequisite(s): RDG 740, RDG 750
This course reviews the research on learning disabilities and its implications for practice, systems' change, and policy. Key topics include: history of learning disabilities, understanding laws and key policies, symptoms and characteristics of dyslexia and related learning disabilities, implications for screening, diagnosis, and intervention design.

RDG 760 Multi-Tiered Systems of Support (3)
Prerequisite(s): RDG 740, RDG 750
This course covers advanced topics in educational assessment and intervention design within a Multi-Tiered Systems of Support (MTSS) model. Coursework includes the study of criterion referenced and norm referenced assessments at both the systems and individual child level. Students evaluate assessments based on the technical adequacy of individual assessment's designed purpose, analyze assessment results, and understand implications for systems change and individual child educational planning.

RDG 765 Teaching and Evaluating PreK-12 Writing (3)
Prerequisite(s): RDG 740
This course examines seminal research regarding the teaching and evaluation of Pre-Kindergarten through 12th grade writing. Evidence based instructional practices are explored along with interventions that will enhance writing outcomes for a variety of students within diverse contexts.

RDG 770 Special Topics-Foundations of the Science of Reading Seminar (3)
Prerequisite(s): Admittance into the Reading Science Doctoral Program
The hybrid format of this class requires some online work along with face-to-face work at the on-campus institute. The mandatory on campus one to two-week institute requires: a) online preparation work related to the special topic to prepare for the summer institute; b) participation in seminar class meetings connected to the special topic; c) attendance at on-campus lectures of Reading Science experts; d) participation in presentations by Reading Science faculty and doctoral students; e) participation in collaborative discussion opportunities with peers; and f) participation in the institute's book study (a new Reading Science book is chosen each summer). In this seminar students are oriented to the doctoral program, discuss program expectations, examine seminal research in the field and develop a model of practice guided by the science of reading.

RDG 771 Preparing for Teaching and Supervision in Higher Education (3)

Prerequisite(s): RDG 770

Special topics courses (a, b, and c) are offered each summer. The hybrid format of this class requires some online work along with face-to-face work at the on-campus institute. The mandatory on campus one to two-week institute requires: a.) online preparation work related to the special topic to prepare for the summer institute; b.) participation in seminar class meetings connected to the special topic; c.) attendance at on-campus lectures of Reading Science experts; d.) participation in presentations by Reading Science faculty and doctoral students; e.) participation in collaborative discussion opportunities with peers; and f.) participation in the institute?s book study (a new Reading Science book is chosen each summer). This seminar commences in the second year of the doctoral program. It focuses on leadership skills and the deepening of students? teaching and supervision skills for work within higher education institutions. The course is more project-based than our typical content-heavy courses and is divided into modules as opposed to weeks.

RDG 772 Special Topics-Advancing the the Science of Reading in Educational Practice Seminar (3)

Prerequisite(s): RDG 771

Special topics courses (a, b, and c) are offered each summer. The hybrid format of this class requires some online work along with face-to-face work at the on-campus institute. The mandatory on campus one to two-week institute requires: a.) online preparation work related to the special topic to prepare for the summer institute; b.) participation in seminar class meetings connected to the special topic; c.) attendance at on-campus lectures of Reading Science experts; d.) participation in presentations by Reading Science faculty and doctoral students; e.) participation in collaborative discussion opportunities with peers; and f.) participation in the institute?s book study (a new Reading Science book is chosen each summer). This seminar commences in the third year of the doctoral program. It further develops students? leadership and presentation skills. The focus of this course is the completion of the doctoral portfolio.

RDG 775 Supervision and Teaching in Higher Education (3)

Prerequisite(s): RDG 771

This practicum provides the opportunity to apply and integrate knowledge acquired through the core program. Students perform activities related to the expectations of individuals with terminal degrees and extensive understanding of literacy and learning. These activities include supervision of a structured literacy practicum for teachers, the working as a teaching assistant in a master?s level Reading Science class.

RPS

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.

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 Assessment & Communication Develop for Special Education (3)

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

This course explores research on language acquisition. Emphasis is on application to classroom practice with an overview of the needs of children with communication disorders and the study of educational assessment and diagnosis of P-12 students for special education services. The course includes the study and use of assessment instruments to identify related learning problems. It emphasizes the ability to evaluate reading, spelling, written language, and spoken language problems as well as social exceptionalities. This includes development of knowledge and skills for progress monitoring, curriculum aligned assessment and strategies for remediation and enrichment.

SED 522 Formal & Informal Assessment for Special Education (3)

Prerequisite(s): SED 515, EDU 501and 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.

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

Prerequisite(s): SED 515, 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.

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
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.

SED 632 Special Education Practicum in Early Childhood Environments (1)
This introductory field experience provides the intervention specialist teacher candidate with hands-on experience in designing, implementing and evaluating lessons designed to address the unique needs of students with disabilities in early childhood grades K-3 environments.

SED 633 Special Education Practicum in Middle School Environments (1)
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 634 Special Education Practicum in Secondary Environments (1)
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 secondary environments.

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.

SLP

SLP 501 Clinical Neuroanatomy & Neurophysiology (3)
This course focuses on mastering the anatomy and physiology of the human nervous system related to

speech, language, and hearing mechanisms across the lifespan. Students will learn about common pathologies resulting from damage to the nervous system as well as typical age-related changes. Students will become familiar with methodologies used to investigate the nervous system related to communication disorders (e.g. MRI, fMRI, NIRS).

SLP 503 Early Language Disorders (3)
This course provides a foundation in the components of language and the development of these components in typical and atypical development. Formal and informal assessment procedures in early childhood are discussed, as well as diagnostic considerations. Evidence-based intervention strategies are discussed with a consideration for both clinician-driven and interdisciplinary approaches. Additionally, the influences of culture and language on development, diagnosis, and intervention are examined.

SLP 504 Graduate Seminar (1)
The goal of this course is to introduce students to graduate school and provide advanced information regarding the practice of speech-language pathology. The soft skills necessary for academic and clinical success will be discussed. Regulatory processes for graduate school (e.g. documenting hours appropriately, privacy information, eligibility for CCC, licensing requirements and procedures, the Praxis examination, etc.) will be highlighted. Contemporary issues in speech-language pathology, including ethical practice and substance abuse issues will be addressed.

SLP 510 Research Methods and Application (3)
Students learn various research designs to guide evidence-based clinical practice. Students will develop clinical research questions, locate and interpret relevant scientific literature, and apply external research to their clinical questions. An emphasis is placed on critical thinking, synthesis of information, and clear written and oral expression. Students are also introduced to changing clinical practice through quality improvement and implementation science.

SLP 520 Clinical Speech Science (2)
In this course, students will complete an in-depth study of the acoustical properties of speech production and perception related to normal and disordered populations. The goal is to develop the skills and integration of widely available resources to facilitate best clinical practice for patients with speech and language disorders. Broad and narrow phonetic transcription using the International Phonetic Alphabet will also be reviewed.

SLP 531 Simulation & Integration I (3)
This course integrates theory taught in the classroom and hands-on clinical practice through various modes of simulation and debriefing practices. Specifically, in this course students will focus on skills related to basic clinical processes, hearing screening, and differentiating typical and atypical developmental skills.

SLP 532 Simulation & Integration II (2)
Prerequisite(s): SLP 531
This course integrates theory taught in the classroom and hands-on clinical practice through various modes of simulation and debriefing practices. Specifically, in this course students will focus on language disorders (developmental and acquired), literacy, and dysphagia.

SLP 533 Simulation & Integration III (2)
This course integrates theory taught in the classroom and hands-on clinical practice through various modes of simulation and debriefing practices. Specifically in this course, students will focus on skills related to the assessment and treatment of complex cases across the lifespan including fluency, voice and resonance disorders, and acquired speech and language disorders, as well as the counseling skills to support patients and families with these disorders.

SLP 541 School Age Language & Literacy Disorders (3)
Prerequisite(s): SLP 503
Students who complete this course will be able to integrate assessment and intervention principles for school-aged language and literacy disorders. Formal and informal assessment, including authentic and dynamic

assessment tools and intervention procedures will be introduced. The role of executive functioning in assessment and treatment will also be discussed.

SLP 542 Speech Sound Disorders (3)
This course is designed to provide the foundation for the identification of and treatment of speech sound disorders in children including articulation disorders, phonological disorders, and childhood apraxia of speech. Typical speech sound development will be reviewed and students will learn to complete formal and informal assessments of speech sound production. Students will integrate evidence-based treatment approaches to plan and implement interventions for speech sound disorders. Individual, familial, cultural, and environmental considerations for assessment and treatment will be integrated.

SLP 543 Policy, Funding, and Advocacy in Speech-Language Pathology (2)
Speech-language pathologists (SLPs) must address a variety of regulatory provisions related to procedures, polices, and funding across settings, including the public schools. This class will address funding mechanisms (public and private) and their relationships to state and federal requirements for SLP services across settings. Additionally, students will learn how to advocate for patients and families across settings.

SLP 544 Fluency & Counseling (2)
This course is designed to provide graduate students with an overview of stuttering theories, assessment, and treatment. Students will learn to assess and treat stuttering across the lifespan including organic and neurological etiologies. Treatment strategies, including counseling foundations and fluency-specific counseling strategies, will be discussed.

SLP 545 Management of Hearing Loss for SLPs (2)
This course introduces speech-language pathologists (SLPs) to the theories and procedures used to provide aural/audiologic rehabilitation to children and adults with hearing loss. Specifically, the implications of hearing loss in children and adults related to assessment and treatment procedures for speech-language pathologists (SLPs) will be discussed. For pediatric patients, topics related to newborn hearing screening, intervention models, and working with families will be examined. Adult aural rehabilitation services and strategies for meeting the communication needs of adults who are experiencing hearing loss will be reviewed.

SLP 601 Dysphagia (4)
Prerequisite(s): SLP 501
This course will provide students with an in-depth understanding of normal and abnormal swallowing across the lifespan. Relevant anatomy and physiology will be reviewed as well as common etiologies, co-occurring medical considerations, evaluation (clinical and instrumental), and treatment techniques for a wide range of swallowing disorders.

SLP 602 Adult Language Disorders (4)
Prerequisite(s): SLP 501
The course provides a theoretical and practical presentation of adult language disorders. Specific areas of focus include aphasia and acquired cognitive-communication disorders (e.g. dementia, traumatic brain injury, other degenerative neurogenic conditions.) Relevant anatomical structures and physiological processes will be reviewed. Etiological considerations, principals of assessment and evidence-based practices in treating adult language disorders will be discussed.

SLP 603 Voice and Resonance (2)
This course is designed to prepare students for clinical work with patients who have voice and resonance disorders across the lifespan and spectrum of care. While voice and resonance are often thought of as specialty areas, the goal of this course is to provide students with the foundational skills necessary to begin clinical practice. Students will gain an understanding of the relevant etiologies, assessment procedures, and principles of intervention.

SLP 604 Motor Speech Disorders (2)
This course is designed to prepare students for clinical work with patients who have motor speech disorders

(MSDs) across the lifespan and continuum of care. Emphasis is placed on acquired movement-based disorders of speech production that impact one or more of the subsystems of speech, including the dysarthrias and apraxia of speech. Students will apply principles and strategies for differential diagnosis and clinical management of motor speech disorders, as well as strategies for identifying and managing the psychosocial challenges of managing a MSD.

SLP 621 Augmentative and Alternative Communication (3)
This course provides an overview of the augmentative communication systems utilized by individual with communication disorders. Low-tech and high-tech systems are discussed in the context of assessment (e.g. access, vocabulary selection) and training (patient, caregiver, team). Interdisciplinary issues in assessment and intervention are also discussed, as is funding and advocacy for AAC

SLP 622 Complex Conditions Across the Lifespan (3)
The purpose of this course is to provide students with a framework for the assessment and treatment of patients with 'high-intensity' needs across the lifespan such as autism spectrum disorders, cerebral palsy, developmental disabilities, and traumatic brain injury. This course will be taught in an advanced seminar format to demonstrate how interdisciplinary collaboration is necessary to provide optimal services. There will be a special emphasis on the role of the SLP in screening, assessment, and intervention.

SLP 650 Clinical Practicum I (1)
In this first clinical practicum course, students will apply basic principles of clinical practice including an introduction to screening/diagnostics, treatment planning and implementation, data collection, clinical documentation, and the integration of feedback. Students will participate in practicum experiences with supervision from MSJ SLP faculty. Students will earn clock hours with patients with a variety of communication disorders at variable points across the lifespan.

SLP 651 Clinical Practicum II (1)
Prerequisite(s): SLP 650
In the second clinical practicum course, students will demonstrate more independence with clinical skills and begin to independently complete clinical screenings and diagnostic experiences. Students will participate in practicum experiences with supervision from MSJ SLP faculty. Students will earn clock hours with a patients with a variety of communication disorders at variable points across the lifespan.

SLP 652 Clinical Practicum III (1)
In the third clinical practicum course, students will become more independent with clinical skills and begin to independently complete clinical screenings and diagnostic experiences. Students may participate in practicum experiences with supervision from Mount St Joseph SLP faculty or at an offsite clinical location.

SLP 653 Clinical Practicum Med/Clinic (5)
Prerequisite(s): SLP 652
Students will complete an off-campus externship/rotation in a clinical setting (e.g. hospital, private practice, skilled nursing facility). In addition to gaining diagnostics and treatment experience in areas related to communication disorders, students will gain hands-on experience with documentation, third-party billing, and inter-professional practices.

SLP 654 School Practicum (6)
Students will complete a full time (5 days/week) externship/rotation in a school-based setting. In additional to gaining diagnostics and treatment experience in areas related to communication disorders, students will gain hands-on experience with policies, procedures, and regulations related to state and federal related service delivery.

SLP 741 Instrumental Assessments (3)
This course provides students advanced training in administering and interpreting instrumental assessments in speech-language pathology. Through a combination of simulation and face-to-face interactions, students will gain experience with nasopharyngoscopy and modified barium swallow studies. Students will also gain

experience interpreting physiological measures related to communication and swallowing disorders.

SLP 742 Early Intervention (3)
This course provides students with the information necessary to practice in early intervention settings. Specifically, students will learn assessment and management of a variety of disorders in the birth to three population, learn counseling techniques for working with families, and learn about the various methods of service delivery in early intervention.

SLP 780 Capstone (3)
This course is the culmination of the academic and clinical coursework. Students will complete an evidence-based review to answer a clinical question. Student will frame their recommendations within the context of clinical setting, payment systems, ethical considerations, and inter-professional teaming.

SPR

SPR 552 Math Curriculum and Methods (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 student environment. Major mathematical concepts for grades Pre-K - 8 will be interlaced throughout the term to provide students with the necessary background for this endeavor. Methods and standards endorsed by the National Council of Teachers of Mathematics (NCTM), and the Ohio Department of Education (ODE) for teaching mathematics will be taught and modeled.

Appendix B: Faculty

Office of the Provost

ALMQUIST, STEVE, Ph.D.
Ph.D., University of Iowa; M.A., University of Iowa; M.A., University of North Dakota; B.A., St. Mary's
University of Minnesota
Provost

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

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

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; Diploma, AMECEA Pastoral Institute
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.
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Santa Cruz
Professor
Communication and New Media Studies

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BUECHEL-RIEGER, ANDREW, Ph.D.
Ph.D., Emory University; M.T.S., University of Notre Dame
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Liberal Arts

CHOPRA, SWATI, M.Des.
M.Des., University of Cincinnati; B.F.A., Rhode Island School of Design; A.A.S., College of Du Page
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Art & Design

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MASON, ELIZABETH, Ph.D.
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Liberal Arts

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Chairperson and Director of Bands
Music

MORRIS, JENNIFER, Ph.D.
Ph.D, Miami University
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PREWITT-DAVIS, ELIJAH, Ph.D.
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SCHENKEWITZ, KYLE, Ph.D.
Ph.D., Saint Louis University; M.T.S., Candler School of Theology at Emory University; M.A., University of Southern Mississippi; B.A., William Carey University
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EVANS, HEATHER
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Appendix C: Equal Opportunity and Non-Discrimination Policy

Adopted July 2022

1. **SCOPE OF THE POLICY**

   Mount St. Joseph University (the "University") is committed to providing a working and educational environment free from discrimination and harassment on the basis of race, color, national origin, religion, age, disability, sex, pregnancy, sexual orientation, gender identity, or any other legally protected status. This policy focuses on incidents of discrimination, harassment, or retaliation related to race, color, national origin, religion, age, disability, or other legally protected statuses (including incidents of discrimination, harassment or retaliation that are outside the scope of Title IX, as set forth in the University's Sex Discrimination, Sexual Misconduct and Interpersonal Violence Policy).

   For incidents of sex discrimination, sexual harassment, sexual misconduct, and interpersonal violence please see the University's Sex Discrimination, Sexual Misconduct and Interpersonal Violence Policy.

   This policy applies to all University community members, including students, prospective students, employees, professors, administrators, visitors, or other third-parties. This policy applies to all of the University's education programs and activities, which extends to admissions and employment. This policy applies not only to conduct occurring within the typical classroom or campus settings, but also to any location owned or operated by the University (or owned or controlled by a student organization that is officially recognized by the University) as well as locations, events, or circumstances over which the University exercises substantial control even if it takes place outside of those typical settings.

   Off-campus conduct that has an actual or potential adverse impact on another's working or learning environment may also violate this policy. The University will consider the effects of off-campus conduct—including conduct that did not occur in the context of an education program or activity—when evaluating whether there is a violation of this policy. The University expects that all members of its community will help promote a learning and working environment free from the conduct prohibited under this policy.

2. **NOTICE OF NON-DISCRIMINATION**

   The University does not tolerate discrimination, harassment, or retaliation on the basis of race, color, origin, religion, age, disability, sex, pregnancy, sexual orientation, gender identity, veteran status, or any other legally protected status and takes steps to ensure that students, employees, visitors, and other third-parties are not subject to a hostile environment.

   The University will respond promptly and effectively to allegations of discrimination, harassment, or retaliation on the basis of race, color, origin, religion, age, disability, sex, pregnancy, sexual orientation, gender identity, or other legally protected status. The University will promptly conduct investigations and take appropriate action, including disciplinary action, against individuals found to have violated this policy, as well as provide appropriate remedies to complainants and the campus community. The University will take immediate action to end a hostile environment if one has been created, prevent its recurrence, and remedy the effects of any hostile environment on affected members of the campus community.

   All students found in violation of this policy will be subject to disciplinary action up to and including suspension or dismissal from the University. Similarly, any employee found in violation of this policy shall be subject to disciplinary action up to and including termination of employment. Behavior that violates this policy may also violate federal, state, and/or local laws.

3. **ANTI-HARASSMENT**

The University's prohibition against discrimination also includes harassment. Harassment of any person or group of persons, on the basis of race, color, national origin, religion, age, disability, sex, pregnancy, sexual orientation, gender identity, or any other legally protected status, is prohibited by the University.

Prohibited harassment includes any words or conduct (verbal, physical, graphic or written) directed against any person or group of persons because of their race, color, national origin, religion, age, disability, sex, pregnancy, sexual orientation, gender identity, or any other legally protected status that has the purpose or reasonably foreseeable effect of creating an **offensive**, demeaning, intimidating, or hostile environment for any person or group of persons. Such words or conduct may include, but are not limited to, epithets, slurs, negative stereotyping, demeaning depictions or treatment, and threatened or actual abuse or harm.

4. **ANTI-RETALIATION**

The University will not tolerate any form of retaliation taken against anyone who makes a complaint of conduct prohibited by this policy or anyone who cooperates in the investigation of a complaint of conduct prohibited by this policy. Retaliatory acts prohibited by this policy may include, but are not limited to, adverse employment action taken against employees; adverse action relating to participation in an educational program; unreasonable interference with an individual's academic or professional career; stalking, harassment, or assault; and inciting or aiding and abetting the retaliatory conduct of another.

5. **OTHER MISCONDUCT**

Inappropriate or unprofessional remarks or other conduct may be reason for intervention and/or discipline even if such misconduct does not ultimately constitute or rise to the level of unlawful discrimination, harassment, or retaliation as those terms are defined in this policy and/or by applicable law. In addition, if any student or employee is found through proceedings brought pursuant to this policy to have engaged in misconduct in violation of another University policy or standard of conduct, that student or employee will be subject to disciplinary action pursuant to policy or standard that was violated even if no violation of this policy is found.

6. **EQUAL OPPORTUNITY OFFICE AND OFFICER**

The University has designated its Office of Human Resources as its Equal Opportunity Office. The Equal Opportunity Office is managed by the University's CHROCHRO of the Office of Human Resources, Teri Compton, who is also the University's designated Equal Opportunity Officer. Ms. Compton can be reached by phone at (513) 244-4979 or by email at tericompton@msj.edu. The Equal Opportunity Office is the office responsible for responding to inquiries, addressing complaints, and coordinating compliance with the University's responsibilities under the various federal and state civil rights laws, including but not limited to Title VI and Title VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, and the Americans with Disabilities Act. All inquiries, issues, or complaints relating to discriminatory, harassing, or retaliatory conduct related to race, color, national origin, religion, age, disability, or another legally protected status should be directed to the Equal Opportunity Office.

For incidents of sex discrimination, sexual harassment, sexual misconduct, and interpersonal violence, please see the University's Sex Discrimination, Sexual Misconduct and Interpersonal Violence Policy for contact information for the University's Title IX Coordinator.

7. **REPORTING**

The University encourages any student or employee who has experienced any conduct prohibited by this policy to report such conduct immediately and in accordance with the procedures detailed below. Any student or employee who has witnessed or become aware of any conduct prohibited by this policy must report such conduct immediately and in accordance with the procedures detailed below. Employees who become aware of an alleged violation of this policy are required to report such conduct immediately to the Equal Opportunity Officer/CHRO of the Office of Human Resources, unless there is a legal privilege of confidentiality.

While the University strongly encourages everyone to report incidents of conduct prohibited by this policy, it recognizes an alleged victim's right to decline such reporting. Nonetheless, if the University is made aware of an allegation of conduct that is prohibited by this policy, the University may have an obligation to investigate and/or act in response to that conduct, with or without the cooperation of the alleged victim.

Upon receipt of a report to the University, the Equal Opportunity Officer will discuss availability of supportive measures with the alleged victim as well as explain the processes in this policy.

Crimes (or any conduct prohibited by this policy which a student or employee may believe is a crime) in progress should be reported immediately to the MSJ Police Department at 513-244-4226 or dial 0 from any campus phone.

Reporting Discrimination, Harassment, or Retaliation

Any student or employee who has been the victim of, witnessed, or become aware of discrimination, harassment, or retaliation on the basis of race, color, origin, religion, age, disability, or any other legally protected class (other than sex) should report such conduct to the following offices:

- Criminal complaint

  - MSJ Police Department, (513) 244-4226 or dial 0 from any campus phone; additional information regarding reporting emergencies can be found on the MSJ Police Department Webpage

- Institutional complaint

  - Teri Compton, Equal Opportunity Officer/CHRO of the Office of Human Resources, (513) 244-4749, teri.compton@msj.edu, or submit a report/complaint Reporting Form

A student or employee may pursue both the University's processes and criminal processes.

Any student or employee who has been the victim of, witnessed, or become aware of discrimination, harassment, or retaliation on the basis of race, color, origin, religion, age, disability, or any other legally protected class (other than sex) should report such conduct to the following offices:

Anonymous Reporting

Reports of violations of this policy can be made anonymously by calling or texting 513-244- TIPS or emailing 244TIPS@msj.edu. These anonymous reporting options are available 24 hours a day/365 days a year.

Please note that these anonymous reporting options are not intended for any immediate safety or emergency situations. All immediate safety or emergency situations should be reported immediately to the MSJ Police Department at 513-244-4226 or dialing 0 from any campus phone.

Written Statement of Rights

Any employee or student bringing forth a complaint of discrimination, harassment, or retaliation prohibited under this policy and any employee or student accused of such conduct will be provided with a written statement of their rights, reporting options, and resources.

Campus Security Authorities

Reports of any type of discrimination or retaliation prohibited under this policy can also be made to any of the University's Campus Security Authorities ("CSAs").

Confidentiality and Support

The University may, to the extent permitted by law, honor a request by a complainant that no investigation be pursued. Confidentiality requests should be made directly to the Equal Opportunity Officer/CHRO of the Office of Human Resources, Teri Compton, (513) 244-4979 or teri.compton@msj.edu.

If a complainant requests that the University not reveal the complainant's name to the respondent and/or asks the University to not investigate a report, this may limit the University's ability to respond fully to the incident, including pursuing disciplinary action against the respondent. However, in

order to ensure a safe and nondiscriminatory environment for all students or if required to report the incident by law, the University may not be able to honor a request for confidentiality. Regarding its obligation to ensure a safe and nondiscriminatory environment, a complainant's request for confidentiality will be determined after considering factors such as the seriousness of the alleged incident, the ages of the individuals involved, other complaints that may have been filed against a respondent, and a respondent's legal right to receive information maintained by the University as an education record.

Additionally, the University has a duty to complete certain publicly available recordkeeping, including reporting and disclosing information about certain crimes pursuant to a federal law known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the "Clery Act"). The University is also obligated to issue timely warnings of crimes enumerated in the Clery Act occurring within relevant geography that represent a serious or continuing threat to students and employees, except in those circumstances where issuing such a warning may compromise current law enforcement efforts or when the warning itself could potentially identify the reporting individual. Duties under the Clery Act will not require the University to report or disclose a complainant's personally identifying information.

Further, there may be situations where disclosing some information about a complainant (or respondent) is necessary to provide a safe and non-discriminatory environment and/or to provide any supportive measures. For allegations of conduct related to discrimination, harassment, or retaliation on the basis of race, color, origin, religion, age, disability, or any other legally protected class, the Equal Opportunity Officer/CHRO of the Office of Human Resources will determine what information about an individual needs to be disclosed and to whom this information will be disclosed. Unless extenuating circumstances exist, the individual will be informed before sharing personally identifying information that the University believes is necessary to provide a safe and non-discriminatory environment and/or to provide any supportive measures.

If a student or employee tells a Campus Security Authority ("CSA") about a criminal incident that was not reported to the MSJ Police Department, the CSA is required to report the information to the MSJ Police Department.

Students may seek support from the University's Wellness Center. Counselors and/or licensed health care professionals such as nurses and physicians are available to students through the Wellness Center. These trained professionals can provide students with counseling, information, and support in a confidential setting. Information shared by a student with a confidential resource at the University will not be disclosed to anyone else, including the University, except under limited circumstances. Incidents reported to a confidential resource will not be included in the University's annual crime statistics. These confidential resources available at the Wellness Center will not share information about a student (including whether that individual has received services) without the student's express permission, unless there is a continuing threat of serious harm to the individual patient/client or to others or there is a legal obligation to reveal such information. These support service providers are also available to help a student make a report to the University.

For employees, support from healthcare professionals may be available through the TriHealth Employee Assistance Program (EAP). The EAP is a benefit provided to all full-time and pro rata faculty and full-time, pro rata, and benefit-eligible part-time staff and members of their immediate households. The EAP may provide employees with assessment, short-term counseling, referral and follow up services. All EAP services are offered to eligible faculty, staff and household members free of charge. The TriHealth EAP can be contacted at (513) 891-1627, at 1-800-642- 9794, or at www.TriHealthEAP.com. Information shared by an employee with a confidential resource through the EAP will not be disclosed to anyone else, including the University, except under limited circumstances. Incidents reported to a confidential resource through the EAP will not be included in the University's annual crime statistics. These confidential resources available through the EAP will not share information about an employee (including whether that individual has received services) without the employee's express permission, unless there is a continuing threat of serious harm to the individual patient/client or to others or there is a legal obligation to reveal such information.

An alleged victim is encouraged to make a report even if the alleged victim is not seeking disciplinary

action against the respondent. The University will make every effort to respect a complainant's autonomy in determining how to proceed. Supportive measures and resources are always available to an alleged victim regardless of the chosen course of action. Receiving a report of an incident permits the University to keep records of reported incidents and determine the appropriate response and the potential need to alert the University community to potential danger. Reported incidents will also be included in the University's annual crime statistics as required

Supportive Measures

As appropriate, the Equal Opportunity Officer/CHRO of the Office of Human Resources will provide supportive measures to the complainant and the respondent. Supportive measures include non- disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the University's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the University's educational environment, or deter conduct in violation of this policy.

Supportive measures may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

The Equal Opportunity Officer/CHRO of the Office of Human Resources will be responsible for coordinating effective implementation of supportive measures. Individuals requesting additional supportive measures or experiencing difficulty with a violation of supportive measures that have been approved should immediately contact the Equal Opportunity Officer/CHRO of the Office of Human Resources. The University will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining that confidentiality would not impair the ability of the University to provide the supportive measures.

An individual may also consider seeking a protection or restraining order through a court of law. A protection or restraining order is a temporary order intended to help provide safety and protection from another individual. If you have a protection or restraining order against someone and that person violates the order in any way, law enforcement may be able to arrest that person and charge that person with a violation of the order. If needed and to the extent possible, the University will provide assistance in obtaining a protection order. To the extent possible, any such protective measures will be confidential. Please contact the Equal Opportunity Officer/CHRO of the Office of Human Resources for more information about these protective measures, including for contact information for law enforcement agencies and/or the prosecutor's office.

Other Available Resources

Any complainant and respondent will be notified upon request regarding medical, counseling, victim advocacy, support, respondent advisor support, legal assistance, visa and immigration assistance, student financial aid assistance, and pastoral resources available through the University or through external referral sources.

Good Samaritan/Amnesty Policy

The University values a safe environment conducive to learning and is committed to ensuring the safety and well-being of each student and employee. The University is also committed to providing guidance so that all members of the University community develop a responsible approach to social challenges, including whether to use alcohol, how to do so in moderation, and how to comply with local, state, and federal laws governing alcohol consumption.

Additionally, the University encourages reporting of conduct prohibited by this policy and seeks to remove any barriers to making a report. The University recognizes that an individual who has been drinking alcohol or using drugs at the time of an incident may be hesitant to make a report and/or file a formal complaint because of potential consequences for his/her own conduct. An individual that reports conduct prohibited by this policy, either on his/her own behalf or as a witness, will not

be subject to disciplinary action by the University for the individual's own personal consumption of alcohol or drugs at or near the time of the incident, provided that any such violation did not and does not place the health or safety of any other person at risk.

Emergency Removal and Administrative Leave

The University may remove a respondent from the University's education programs and activities on an emergency basis where, after undertaking an individualized safety and risk analysis, the University determines that an immediate threat to the physical health or safety of any student or other individual arising from the alleged violation(s) of this policy justifies removal. If the University makes such a determination, it will notify the respondent in writing and provide the respondent an opportunity to immediately challenge that decision.

The University retains full discretion to place a non-student employee respondent on administrative leave during the pendency of the resolution process.

8. **INVESTIGATORY PROCEDURES**[22]

Criminal Complaints

Criminal complaints follow criminal processes which may include a police investigation, a referral to the Hamilton County Prosecutor's Office, and/or the criminal court system for resolution.

Institutional Reports and Complaints

The University's investigation of reports and/or "formal" institutional complaints of policy violations is different and separate from a criminal complaint investigation by any law enforcement agency. An ongoing law enforcement investigation does not relieve the University of its obligation to investigate allegations of conduct prohibited by this policy. In cases involving potential criminal conduct, University personnel must determine, consistent with federal, state, and local law, whether appropriate law enforcement agencies or other authorities should be notified. Conduct may constitute a violation of this policy and result in disciplinary action by the University even if a law enforcement agency and/or court of law determines that the conduct did not constitute a crime.

If the MSJ Police Department receives a report/complaint of conduct potentially in violation of this policy, the MSJ Police Department will notify the Equal Opportunity Officer/CHRO of the Office of Human Resources.

In the event that an alleged victim or a third-party reports conduct potentially or allegedly in violation of this policy to the MSJ Police Department or the Equal Opportunity Officer/CHRO of the Office of Human Resources, the Equal Opportunity Officer/CHRO of the Office of Human Resources will discuss with the alleged victim the option of filing a "formal" institutional complaint. Such a complaint is a document that is written and signed (physically, digitally, or by some other means that sufficiently identifies the author) by the complainant which alleges a violation of this policy and seeks a formal University investigation of the incident(s). The institutional complaint should include as much detail as the complainant can recall about the incident(s) as well as any evidence the complainant believes will support the allegations in the institutional complaint. While filing an institutional complaint will provide the University the best opportunity to fully and thoroughly investigation the alleged conduct, filing an institutional complaint is not required nor is it a prerequisite to the University proceeding with an investigation into the alleged conduct.

In the event that an alleged victim(s) declines to submit a report or file a "formal" institutional complaint and in order to ensure a safe and non-discriminatory working and educational environment, the Equal Opportunity Officer/CHRO of the Office of Human Resources retains the discretion to file an institutional complaint where the Equal Opportunity Officer/CHRO of the Office of Human Resources determines that an investigation is necessary to ensure a safe, equitable, and non-hostile work and/or educational environment. When the Equal Opportunity Officer/CHRO of the Office of Human Resources files an institutional complaint, the Equal Opportunity Officer/CHRO of the Office of Human Resources does not then become a complainant or a party to the resolution process.

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[22]Please see Section 11 below for investigative procedures that may be applied when the respondent is an employee of the University versus a student.

All individuals accused of a violation of this policy (i.e., respondents) are presumed to be not responsible for the alleged conduct unless and until a determination regarding responsibility is made via the process set forth in this policy.

Informal Resolution of Institutional Complaints

In appropriate circumstances, and with the voluntary, written consent of the complainant and respondent, the Equal Opportunity Officer/CHRO of the Office of Human Resources may attempt informal methods to resolve a report or an institutional complaint without the need for additional proceedings. When informal resolution is pursued, the Equal Opportunity Officer/CHRO of the Office of Human Resources will provide written notice to the complainant and respondent regarding (1) the allegations; (2) the voluntary nature of the informal resolution process and the availability of a formal investigation at all times; and (3) any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared. The objective of the informal process will be to resolve the report or institutional complaint to the mutual satisfaction of the parties involved, if possible.

If the informal resolution process is attempted, efforts will be made to conclude it within twenty-one (21) days of when the parties submit their voluntary, written consent to participate in the process.

Formal Resolution of Institutional Complaints

In instances where informal methods of resolution are inappropriate or declined, a formal investigation will be conducted.

While all investigations will vary due to the individual circumstances surrounding the particular report and/or institutional complaint, formal investigations under this policy will typically involve the following:

  i. <u>Initial Review:</u> Preliminary review of any report/complaint by the Equal Opportunity Officer/CHRO of the Office of Human Resources to determine whether, on its face, a violation of the policy is alleged and a formal investigation is needed.

 ii. <u>Equal Opportunity Officer Notice:</u> If a violation of the policy is alleged, the Equal Opportunity Officer/CHRO of the Office of Human Resources will provide written notice to the complainant and respondent within seven (7) days of the Initial Review. Written notice will include the known details of the report and/or a copy of the institutional complaint, identification of the policy section(s) alleged to have been violated, the statement of rights under this policy, notice of the procedures under this policy, notice of potential sanctions, a statement that the respondent is presumed not responsible and a determination regarding responsibility will be made at the conclusion of the process set forth in this policy, a statement informing the parties that they can request to inspect and review evidence, and a statement informing the parties that the University's code of conduct prohibits knowingly making false statements or knowingly submitting false information to the University.

iii. <u>Equal Opportunity Team Assignment:</u> Formal investigations are coordinated by the Equal Opportunity Officer/CHRO of the Office of Human Resources. The Equal Opportunity Officer/CHRO of the Office of Human Resources will assign University employees who are trained to conduct each stage of the formal investigation process. The Equal Opportunity Team Members consist of University employees trained in the areas of antidiscrimination laws and regulations, investigations, adjudication processes, appeal processes and the University's policy. Along with the Equal Opportunity Officer Notice, the Equal Opportunity Officer/ CHRO of the Office of Human Resources will send a written "Initial Equal Opportunity Team Assignment" to the complainant(s) and respondent(s), which will include the names of the Equal Opportunity Team Members assigned to the particular report/institutional complaint and each Equal Opportunity Team Member's assigned role, as follows:

  - Equal Opportunity Investigator(s) (more than one member may be assigned)
  - Equal Opportunity Appellate Official(s) (more than one member may be assigned)
  - Alternate (one member, in the event that any assigned Equal Opportunity Team Member becomes unavailable)

Before assigning someone to the Equal Opportunity Team, the Equal Opportunity Officer/ CHRO of the Office of Human Resources will assess the individual for a potential conflict of interest, bias, or prejudice. If any complainant and/or a respondent believes that any Equal Opportunity Team Member assigned to the particular report/institutional complaint has a conflict of interest, bias or prejudice, the party must contact the Equal Opportunity Officer/CHRO of the Office of Human Resources in writing no more than seven (7) days (excluding University holidays) of receiving the Initial Equal Opportunity Team Assignment with an explanation of the Equal Opportunity Team Member's alleged conflict of interest, bias, or prejudice (a "Conflict of Interest Notice"). In the event that the Equal Opportunity Officer/CHRO of the Office of Human Resources timely receives a Conflict of Interest Notice, the Equal Opportunity Officer/CHRO of the Office of Human Resources will make any substitutions the Equal Opportunity Officer/CHRO of the Office of Human Resources deems appropriate.

Similarly, if an assigned Equal Opportunity Team Member believes that the particular report/complaint poses a conflict of interest for the individual or the Equal Opportunity Team Member believes he or she has any sort of bias/prejudice that cannot be set aside, the Equal Opportunity Team Member will contact the Equal Opportunity Officer/CHRO of the Office of Human Resources immediately and the Equal Opportunity Officer/CHRO of the Office of Human Resources will make any substitutions the Equal Opportunity Officer/CHRO of the Office of Human Resources deems appropriate.

After the Conflict of Interest Notice period has passed, the Equal Opportunity Officer/ CHRO of the Office of Human Resources will send a written "Final Equal Opportunity Team Assignment" to the complainant(s) and respondent(s).

iv. <u>Interviews:</u> The Equal Opportunity Investigator(s) will conduct interviews of the complainant(s), the respondent(s), and any witnesses identified by those parties. The respondent(s) shall be provided a copy of any written report/institutional complaint or otherwise informed of the substance of any complainant's allegations. Similarly, the complainant(s) shall be provided with a copy of any written response provided by a respondent or otherwise informed of the substance of any respondent's response to the allegations.

v. <u>Consideration of Evidence by Equal Opportunity Investigator(s):</u> The Equal Opportunity Investigator(s) will attempt to gather and examine relevant documents or evidence (e.g., law enforcement investigatory records, student and/or personnel files, etc.). Both the complainant and respondent will be asked to provide a list of possible witnesses as well as any written or physical evidence (e.g., text messages, social media postings, emails, photos, medical records, etc.) that they wish to be considered by the Equal Opportunity Investigator(s).

Neither the complainant nor the respondent has a burden of proof. Rather, the University has the burden of proof and the burden of gathering evidence. However, the University's ability to obtain relevant information and evidence will turn on the willingness of the parties and/or witnesses to engage in the investigatory process. And access to medical records or other sensitive or confidential documents can often only be obtained with the person's voluntary, written consent. No party will be restricted in his/her ability to discuss the allegations under investigation or to gather and present relevant evidence. Complainants and respondents, as well as their advisors, are entitled to and will be provided an opportunity to inspect and review the same information and evidence. This includes evidence directly related to the allegations that the University may not intend to rely on in determining responsibility as well as any inculpatory or exculpatory evidence whether obtained from a party or other source.

vi. <u>Review of Evidence by the Parties:</u> Complainants and respondents, as well as their advisors, are entitled to and will be provided an opportunity to inspect and review the same information and evidence. This includes any information, evidence, or allegation learned as a result of the Equal Opportunity Investigator(s)'s investigation into the formal complaint.

Prior to completion of the Investigation Report with Determination(s), the Equal Opportunity Investigator(s) will send to each party and the party's advisor, if any, the evidence gathered during the investigation for the party's review. The evidence will be delivered in an electronic format that restricts the parties and advisors from downloading or copying the evidence. The parties

will have ten (10) days to submit written responses to the Equal Opportunity Investigator(s) for consideration prior to completion of the Investigation Report with Determination(s).

vii. Prepare and Distribute an Investigation Report with Determination(s): Within twenty-one (21) days after receiving the parties' written responses, if any, the Equal Opportunity Investigator(s) shall prepare and distribute to all parties an Investigation Report with Determination(s). The Equal Opportunity Investigator(s) will use a preponderance of the evidence (i.e., "more likely than not") standard to determine whether or not an alleged policy violation occurred. The Investigation Report with Determination(s) will include (1) a summary of the interviews conducted and the relevant evidence gathered; (2) identification of the policy section(s) alleged to have been violated; (3) a description of the procedural steps taken from the receipt of the complaint through the determination; (4) findings of facts supporting the determination; (5) conclusions regarding the application of the policy section(s) to the factual determinations reached by the Equal Opportunity Investigator(s); (6) a statement of the result and rationale as to each allegation, including a determination regarding responsibility; (7) a recommendation on any discipline or sanctions to be imposed, if any; (8) a recommendation as to remedies provided to the complainant, if any; and (9) the procedures and permissible bases for the parties to appeal. The Equal Opportunity Investigator(s) may consider prior policy violations, among other things, when considering the level of recommended discipline or sanctions. Any determinations contained in the Investigation Report with Determination(s), including recommended sanctions or discipline, are final unless a timely appeal is submitted under this policy. If an appeal is timely submitted, any recommended sanctions or discipline will be stayed until resolution of the appeal process.

Any complainant and respondent has a right to be accompanied by one advisor or support person of the individual's choosing during any interview or meeting with the Equal Opportunity Investigator(s). The advisor or support person is permitted to provide support, not advocate for the party or impede the investigation. All parties will be provided written notice of the date, time, location, participants, and purpose of all interviews or other meetings, with sufficient time for the party to prepare to participate.

Efforts will be made to complete a formal investigation and prepare and distribute the Investigation Report with Determination(s) within sixty (60) days of receiving the initial report/complaint.

9. **APPEAL**

After the Equal Opportunity Investigator(s) provides the parties with the Investigation Report with Determination(s), the parties will have seven (7) days (excluding University holidays) to submit a written appeal to the assigned Equal Opportunity Appellate Official(s).

The five grounds of appeal include: (1) insufficient evidence to support the determination(s); (2) new evidence that was not reasonably available at the time the determination was made and that could affect the outcome of the matter; (3) procedural irregularity that affected the outcome of the matter; (4) the Equal Opportunity Officer/CHRO of the Office of Human Resources and/or the Equal Opportunity Investigator(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter; and (5) the discipline/sanction is substantially disproportionate to the Equal Opportunity Investigator(s)'s determination(s).

If either party timely appeals, the other party will have seven (7) days (excluding University holidays) from receipt of a copy of the appeal to submit a written opposition to the Equal Opportunity Appellate Official(s). Upon receipt of the written opposition or the passing of the timeframe allowed to submit a written opposition, the Equal Opportunity Appellate Official(s) will consider the appeal and will issue a "Decision on Appeal" within fourteen (14) days.

The Equal Opportunity Appellate Official(s) has the authority to determine that appeal criteria has not been met, affirm the determination(s), reverse the determination(s), remand the matter back to the same or a new Equal Opportunity Investigator(s) to consider additional evidence or remedy a procedural error, or alter the recommended discipline/sanctions. Any Decision on Appeal will be simultaneously issued in writing to both parties and is final.

10. **TIMEFRAMES**

    All of the timeframes set forth above may be extended by a showing of good cause. Any party's request for an extension of time must be submitted to the Equal Opportunity Officer/CHRO of the Office of Human Resources and may be granted or denied in the Equal Opportunity Officer/CHRO of the Office of Human Resources' sole discretion.

    All parties involved will be promptly notified of any time extension or delay and provided the reason(s) for the extension or delay. Good cause may include, but is not limited to, the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

11. **HUMAN RESOURCES PROCESS FOR COMPLAINTS AGAINST EMPLOYEES**

    In situations where the respondent is not a student (i.e. the respondent is an employee or person other than a student over whom the University has significant control), the Equal Opportunity Officer/CHRO of Human Resources may conduct the investigation and issue determinations using some or all of the steps of the informal or formal processes and other resources set forth above, as the Equal Opportunity Officer/CHRO of Human Resources deems appropriate in their sole discretion. The Equal Opportunity Officer/CHRO of Human Resources may delegate some or all of their investigatory and determination responsibilities to another person with proper training subject to the approval by the University's Vice President of Compliance Risk and Legal Affairs.

12. **POSSIBLE DISCIPLINE/SANCTION(S)**

    If it is determined that an employee of the University has engaged in conduct in violation of this policy, the employee will be promptly disciplined, up to and potentially including termination of employment, depending on the seriousness of the offense and individual circumstances. Possible sanctions and corrective actions include, but are not limited to, discrimination or harassment education, counseling, reassignment, no contact orders, demotion, suspension, non-reappointment, and termination from employment.

    If it is determined that a student has engaged in conduct in violation of this policy, the student will be promptly disciplined with penalties up to and including suspension or dismissal from the University. Other sanctions include, but are not limited to, disciplinary warning, disciplinary probation, disciplinary probation with restrictions, no contact orders, fines, restitution, notification to others, educational/work assignment/community service, counseling, loss of privileges, restricted access, room transfer, termination of housing contract, or mandatory withdrawal from University housing.

    Where a student or employee has been found to have engaged in conduct in violation of this policy, the University will take appropriate steps to prevent recurrence and to correct discriminatory effects on the complainant, the campus, and others, as necessary.

13. **KNOWINGLY PROVIDED FALSE INFORMATION**

    If it is determined by the University in its sole discretion that any individual involved in an investigation of a potential violation of this policy has deliberately or knowingly provided false information to those administering this policy, the individual will be subject to discipline, up to and including termination of employment or dismissal from the University.

14. **RIGHT TO FILE CRIMINAL COMPLAINT AND/OR WITH A GOVERNMENT AGENCY**

    The University offers a variety of education, training and support resources to students and employees related to discrimination, harassment, or retaliation on the basis of race, color, origin, religion, age, disability, sex, pregnancy, sexual orientation, gender identity, or other legally protected status. Information about education and training provided by the University can be found in the Sex Discrimination, Sexual Misconduct and Interpersonal Violence Policy and on the University's website (search "discrimination"). Information about additional resources for students and employees related to discrimination, harassment, or retaliation on the basis of race, color, origin, religion, age, disability, sex, pregnancy, sexual orientation, gender identity, or other legally protected status can be found in the University's Equal Opportunity and Nondiscrimination Brochure and on the University's website (search "discrimination").

Appendix D: University Mission and Catholic Identity Statement

Mission Statement

Mount St. Joseph University is a Catholic academic community grounded in the spiritual values and vision of its founders, the Sisters of Charity. The University educates its students through interdisciplinary liberal arts and professional curricula emphasizing values, integrity and social responsibility.

Members of the Mount community embrace:

- excellence in academic endeavors;
- the integration of life and learning;
- respect and concern for all persons;
- diversity of cultures and beliefs;
- service to others.

Catholic Identity Statement

The Catholic Identity of the University is rooted in our Mission, in the Gospel values of service, compassion, and charity, and in the legacy and vision of our founders, the Sisters of Charity of Cincinnati. As an institution Catholic in faith and tradition, we commit ourselves to creating an inclusive environment where persons of all faiths and no faith are welcomed. We expect and value mutual respect, by all and for all, in our pursuit of knowledge and truth and in our search for the sacred.

Sisters of Charity of Cincinnati Heritage and Values

Mount St. Joseph University continues to be inspired by and faithful to the heritage and values of our founders, the Sisters of Charity of Cincinnati, which include:

- doing justice
- sharing resources for the liberation of the oppressed
- commitment to the healing of our global home
- embracing cultural expansion
- learning from and being in solidarity with the poor
- being prophetic in church and society
- risking a caring response

Catholic Intellectual Tradition

Six principles of the Catholic Intellectual Tradition:

- complementarity of faith and reason
- value in the study of all disciplines as a way of knowing God
- respect for the cumulative wisdom of those who have come before us
- integration of knowledge and education of the whole person
- attention to the community of all humanity
- cultivation of inclusiveness and diversity

Catholic Social Teaching

Seven Themes of Catholic Social Teaching:

- Life and dignity of the human person
- Call to family, community, and participation in society
- Rights and responsibilities for the common good
- Care for the poor and vulnerable
- Dignity of work and the rights of workers
- Solidarity in the pursuit of justice and peace
- Care for and stewardship of creation