



2018-2019

Graduate Catalogue

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The Graduate Catalogue

The University of Mount Union reserves the right to change policies, regulations, courses and fees at any time subsequent to the publication of this *Graduate Catalogue*.

The provisions of this *Graduate Catalogue* do not constitute a contract. The Mount Union *Graduate Catalogue* in effect at the time of a student's admission to the University shall generally govern such student's degree requirements, although changes in University requirements may necessitate changes in the affected areas. The *Graduate Catalogue* simply reflects the policies in effect at the time of publication and does not guarantee that course offerings, requirements, or policies will not change. Any and all provisions of the *Graduate Catalogue* can be changed at any time, without notice.

Each student has the responsibility to be aware of and to meet the *Graduate Catalogue* requirements for graduation, and to adhere to all policies, procedures, regulations and deadlines published in this *Graduate Catalogue* and in the Graduate Student Handbook. Failure to read and comply with the policies, procedures, regulations and deadlines will not exempt a student from being governed by and accountable to them.

It is the policy of the University of Mount Union not to discriminate on the basis of race, sex, sexual orientation, religion, age, color, creed, national or ethnic origin, marital or parental status, or disability in student admissions, financial aid, educational or athletic programs, or employment as now or may hereafter be required by Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act of 1990, regulations of the Internal Revenue Service, and all other applicable federal, state and local statutes, ordinances and regulations. Inquiries regarding compliance may be directed to (330) 823-2886, Associate Dean of Students, Hoover-Price Campus Center, or to (330) 829-6560, Director of Human Resources and Employee Development, Beeghly Hall.

This *Graduate Catalogue* is maintained and updated by the Office of the University Registrar. The Office of the University Registrar has made every effort to ensure the information in this *Graduate Catalogue* is accurate. Any changes or corrections should be directed to the University Registrar at (330) 823-6596.

The University

Institutional Mission

The mission of the University of Mount Union is to prepare students for fulfilling lives, meaningful work and responsible citizenship.

Heritage

The University of Mount Union has roots in two traditions. The first of these is the Christian tradition as expressed in the American Methodist movement of the 19th Century. An important part of this movement was an effort to advance social progress through the establishment of academically rigorous institutions which were non-sectarian, as well as racially, ethnically, and gender inclusive. This rich, church-related legacy informs the present spirit in which Mount Union maintains an advisory and voluntary relationship with the United Methodist denomination. The Church does not direct policy, administration, academic curriculum, or campus life.

The University of Mount Union affirms the spiritual center of all persons and acknowledges the deep impact that spiritual and religious experience has on both cultures and individuals. In light of this, the University takes seriously its dual responsibility to foster the academic study of religious experience and to provide resources that nurture and enrich the spiritual life of our students and all members of the Mount Union community. As a university of higher education, we neither advocate a particular spiritual heritage nor proselytize on behalf of any religious or sectarian orthodoxy.

The other significant tradition of the University of Mount Union is rooted in an historic understanding of the liberal arts. A liberal arts education provides students with a broad base of knowledge in the fine arts, humanities, social sciences, and natural sciences, in addition to training in a specific field of study. At its heart, a liberal arts course of study empowers students to form their own conclusions based on their capacity to integrate diverse knowledge, understanding, and critical reasoning. It prepares them to deal with complexity and diversity. A liberal arts education helps students develop a sense of social responsibility while giving them the intellectual and practical skills to act as leaders, problem-solvers, and agents for change in a variety of contexts. The skills integral to such an education include the ability to communicate, to question, to analyze, to problem-solve, and to apply knowledge in real-world settings. This tradition of learning continues at the University of Mount Union.

These aspects of our heritage reinforce each other in the striving for excellence, concern for the inherent dignity and worth of each individual, and the emphasis on the spiritual as well as the intellectual achievements of humanity. We embrace the global nature of our student body, recognizing that diversity serves as a resource for learning as we develop and prepare our students for "fulfilling lives, meaningful work, and responsible citizenship."

Diversity and Inclusion Statement

At the University of Mount Union, we continuously strive to welcome, accept, and respect all people. We believe that through the union of disparate perspectives, we strengthen our community, facilitate global enlightenment, and enable collective self-discovery. As such, we embrace diversity and inclusiveness to facilitate the development of ideas, the advancement of global perspectives, and to create a greater understanding and acceptance of all people. We actively promote a diverse and inclusive environment that obliges mutual respect and positive engagement to effectively enrich learning and living for our students, faculty, staff, administration, and community.

As members of the University of Mount Union community we pledge to:

- Acknowledge, respect, honor, and celebrate diversity.
- Work together to create an environment that is both diverse and inclusive.
- Take these inclusive attitudes with us as we continue our life journeys.

History

The University of Mount Union is the outgrowth of a town meeting held by forward-looking citizens of the village of Mount Union on October 4, 1846. At that time, the people gathered to hear Orville Nelson Hartshorn outline the need for a new institution in the area, where men and women could be educated with equal opportunity, where science would parallel the humanities, where laboratory and experimental subjects would receive proper emphasis, and where there would be no distinction due to race, color, sex or position. On October 20, 1846, this young man organized and taught on the third floor of the "Old Carding Mill" a "select school" of six students.

The school grew rapidly under his inspired leadership and, in 1849, became known as "Mount Union Seminary."

In 1853 a "normal department" was added for the training of teachers. On January 9, 1858, the institution was chartered and incorporated under the laws of the State of Ohio as "Mount Union College."

Although Mount Union had not been established by church efforts, its founder and early faculty members were dedicated Methodist laymen. One of the articles in the charter of the institution looked to the day when Mount Union would come under the patronage of some annual conference of the Methodist Episcopal Church. The Pittsburgh Annual Conference "heartily endorsed" the new University in 1858, but it was not until 1864 that Mount Union was granted full patronage by the conference.

In September 1911, Scio University, located at Scio, Ohio, was united with Mount Union. By the articles of consolidation, the liberal arts alumni of the former institution were made alumni of the latter.

Scio was established in 1857 at Harlem Springs, Ohio, as "The Rural Seminary." In 1867, the school was moved to New Market, where it was known variously as New Market College, the One-Study University and, finally Scio University in 1878.

For many years Mount Union has claimed the distinction of being one of the first institutions to have a summer school. Started in 1870, this first summer school was actually a fourth term in the school year. Since that time, summer instruction has been offered each year at the institution.

On August 1, 2010, the institution officially became known as the University of Mount Union. The change to a "university" designation was made in an effort to better describe what Mount Union is today and more effectively communicate all that the institution has to offer. This decision, unanimously approved by the Board of Trustees, came after careful review of data gathered through numerous research efforts and thoughtful consideration and discussion.

From 1846 to present, the administration of the University has been under the leadership of 12 presidents: Orville Nelson Hartshorn, 1846-1887; Tamerlane Pliny Marsh, 1888-1898; Albert Birdsall Riker, 1898-1908; William Henry McMaster 1899, 1908-1938; Charles Burgess Ketcham, 1938-1953; Carl Cluster Bracy, 1954-1967; Ronald Gilbert Weber '38, 1967-1980; G. Benjamin Lantz, Jr., 1980-85; Harold M. Kolenbrander, 1986-2000; John L. Ewing, Jr., 2000-2005; Richard F. Giese, 2005-2015; and W. Richard Merriman, Jr., 2015-present.

Facilities

(Dates of construction or dedication)

Adams Court (2007)

This row of townhouses within the village on Hartshorn Street, named in honor of Gary '75 and Connie Adams, houses 24 upperclass students.

Art Center (1985)

The William H. Eells Art Center contains a lecture room, painting studio, rooms for print making, sculpture, drawing and design, plus faculty offices. Dr. Eells, a patron of the arts, is a member of the Mount Union Board of Trustees and a former faculty member at the University.

Beeghly Hall (1973)

The administration building is named in honor of Mr. and Mrs. Leon A. Beeghly of Youngstown, Ohio, who were major benefactors of Mount Union during their lifetimes. The building houses the principal administrative offices of the University.

Berea House (1999)

Originally Berea Children's Home, this building, located at 1315 S. Union Ave., serves as the Phi Kappa Tau fraternity house.

Bica-Ross Residence Hall (1996)

This three-story building houses 155 students in suite-style living units, contains two classrooms and is located directly behind the Campus Center. It was named by Violet (Bica '44) Ross in honor of her sister Virginia and in memory of her late husband L. Clayton and brother George Bica '41.

Bracy Hall (2003)

This four-story natural sciences facility houses the departments of Biology, Chemistry, Geology and Physics. Made possible through a lead gift from Jim and Vanita (Bauknight '63) Oelschlager, the facility is named for Dr. Carl C. Bracy, sixth president of the University. The 87,000-square-foot structure includes 22 laboratories of various types and sizes, three lecture halls, two classrooms and 21 faculty offices.

Brown Village (2007)

Located on Union Avenue, Brown Village is comprised of three apartment-style buildings (Clutter Manor, Jae Manor and Keller Manor) housing a combined total of 104 students. This living community, which provides housing for juniors and seniors, was made possible by a significant gift from David M. Brown '54 and was named in his honor.

Brush Performance Hall (2015)

The Louis H. Brush Performance Hall was made possible by a generous estate gift from Louis H. Brush '31, president of Brush- Moore Newspapers, Inc., which included the Salem News and the Canton Repository. The proscenium-style performance hall offers seating for 450 on its lower level and in its balcony. The acoustically-significant, state-of-the-art space can host events of varied natures including vocal, instrumental and theatrical performances.

Chapman Hall (1864)

This five-story brick, steel and concrete structure is named in honor of Professor Ira O. Chapman, who was associated with the University from the fall of 1851 to the time of his death in 1880. It is the principal humanities classroom building on campus and was completely rebuilt in 1966-67. There are 30 faculty offices, 30 classrooms, an accounting laboratory, an audio-visual room and student and faculty lounges.

Cicchinelli Fitness Center (2009)

The fitness center, housed in the McPherson Academic and Athletic Complex, was made possible by Christopher Cicchinelli '98 and his mother, Patricia Brisben. A two-story atrium takes you into a fitness center that has two floors housing cardiovascular and weight equipment.

Clarke Astronomical Observatory (1968)

Moved in May of 2003 to the south end of Bracy Hall, it was previously located at the south end of East Hall. It is the second such building to honor the memory of Dr. George Washington Clarke, professor of natural philosophy at the University. The first observatory, erected in 1924,

served until it was razed to make room for the Timken Physical Education Building. The instruments, used in both observatories, are the gifts of Elmer E. Harrold of Leetonia, Ohio.

Clutter Manor (2007)

Named in honor of Ronald '80 and Tracy Clutter, this apartment-style building is located within Brown Village on Union Avenue and provides housing for 32 upperclass students.

Cope Music Hall (1964)

This facility is named in memory of the late Kenneth B. Cope '20, alumnus, trustee and churchman. Principal donors to the building are his widow, Lela (Stoffer '21) Cope, and family. Cope Music Hall is located within the Giese Center for the Performing Arts located on the northeast edge of the campus. The building contains the offices and teaching studios of faculty members in the Department of Music. Also located in this area is the Sturgeon Music Library, given in memory of Bertha Fogg Sturgeon and her parents, by Samuel Sturgeon. The collection of books, scores and recordings was begun by a generous donation by Mrs. Ella Wilcox Peasley and the Carnegie Corporation. Presently, there are more than 7,000 recordings in LP and CD formats, more than 10,000 music scores, a music reference collection and approximately 60 music periodical titles in the library. The facilities include four listening stations, an A-V room with stereo equipment, a TV and VCR and a computer workstation with access to the campus network, the library system and the Internet. A complete keyboard laboratory of 13 Roland electronic pianos is located in the music theory area, adjacent to a computer laboratory. The Department of Music facility includes a state-of-the-art MIDI synthesizer/computer laboratory. There are currently four computer workstations in place with access to a laser printer. The computers are connected via Studio 3 MIDI interfaces to either the Kurzweil K250, the Korg M-1 or to the Yamaha DX-7 synthesizers. The laboratory is utilized by students to do remedial work in the area of basic musicianship skills, to process music theory assignments, to orchestrate, to study audio theory and to investigate synthesizing, sequencing and voice sampling. Dedicated choir and band rehearsal rooms, a small recital hall, 30 practice rooms of various sizes and three classrooms are on the east side of the building. Presser Recital Hall is dedicated to Theodore Presser, a former Mount Union student and professor. The three-manual organ in the recital hall is the gift of the Kulas Foundation.

Cunningham Residence Hall (1968)

A residence hall for 112 first-year students, this hall is named in honor of Mr. and Mrs. N. A. Cunningham of Alliance, Ohio. Mr. Cunningham was a trustee for 30 years. The three-story brick structure, facing Clark Avenue, is a duplicate of McCready Hall, and the two halls are separated by a courtyard.

Dewald Chapel (1999)

The first free-standing Chapel in University history, the Dewald Chapel was made possible by a lead gift from Dr. Donald and Mrs. Eleanor (Iman '38) Dewald. The Chapel includes a sanctuary, 24-hour meditation room, conference and meeting rooms for religious life programs and offices.

Dussel House (1941)

This house, located at 1330 S. Union Ave., was presented to the University by the late Mrs. Frank E. Dussel of Alliance, Ohio and is used as the Delta Sigma Tau sorority house.

Elliott Residence Hall (1914)

Elliott is a three-story women's residence hall named in honor of A.V.T. Elliott of Canton, Ohio. The building was remodeled in 2006. Forty-two women are housed in the building.

Engineering and Business Building (2010)

This facility, originally built in 1958, was renovated in 2010 to house the new Department of Engineering as well as the Department of Economics, Accounting and Business Administration. The facility includes a two-story lobby, five labs, a computer lab, two lecture halls, a conference room, student lounge, study areas and 21 offices.

Gallaher Hall (2014)

Gallaher Hall, Mount Union's health and medical sciences facility, houses the Physician Assistant Studies Program, Bachelor of Science in Nursing Program, and Doctor of Physical Therapy Program. The approximately 41,000-square-foot state-of-the-art facility features an operating simulation room, exam rooms, skill labs, a conference room, tiered and regular classrooms, expansion space, a courtyard and faculty offices. Named for the late Dr. Charles S. Gallaher '25, the facility is connected by a walkway to the south end of Bracy Hall, the University's natural sciences facility.

Gallaher Theatre (2015)

The Charles S. Gallaher Theatre was made possible by a generous gift from Dr. Charles S. Gallaher '25, M.D. Mr. Gallaher, a Mount Union alumnus and distinguished member of the Board of Trustees from 1956 to 1994, very generously named Mount Union in his estate. This multipurpose space, located within the Giese Center for the Performing Arts, can host an array of events including improv theatre, theatre in the round, small music ensemble recitals, dance performances and other entertainment events as well as banquets and receptions.

Gartner Welcome Center (2009)

Named for Carl '60 and Martha Gartner, the Gartner Welcome Center was designed to further enhance the first impression for prospective students as they visit the Mount Union campus. Housing the Office of Admission and Office of Student Financial Services, the Welcome Center displays the University's commitment to green initiatives through its LEED (Leadership in Energy and Environmental Design) certification. It is one of only a few college and university buildings in Ohio to be LEED certified and the first in Stark County.

Giese Center for the Performing Arts (2015)

The Giese Center for the Performing Arts is named in honor of Dr. Richard F. and Mrs. Sandra L. Giese, who led with vision at the University of Mount Union from 2005-2015, advancing an already-strong college to a vibrant university during their 10-year tenure at the helm. The Center, which houses the departments of Music and Theatre, is dedicated to the visual and performing arts. The facility includes the Otto Art Gallery, Gallaher Theatre, Cope Music Hall and Brush Performance Hall and is also home to a green room, scene shop, costume shop and dressing area.

Grove Court (2007)

Named for Charles and Carol Grove, this row of townhouses within the village on Hartshorn Street is home to 40 juniors and seniors.

Gulling Training Center (2001)

The Gulling Training Center is located west of Mount Union Stadium. The 12,750 square-foot building contains offices, classrooms and areas for plyometrics and sprinting as well as a weight area for strength training. The building was funded by four major gifts including the lead gift from Paul Gulling '80 of North Canton, Ohio; Basil Strong '26 of Atwater, Ohio; Tony Lee '50 of Alliance, Ohio, in honor of his late wife, Beverly Jean (Bowden '51) Lee; and Robert Bordner of New Washington, Ohio.

Hammond Natatorium (2009)

Located in the McPherson Academic and Athletic Complex, the natatorium includes a pool and diving area for recreation and varsity athletic competition. This home of the varsity swimming and diving team includes office space, storage, a scoreboard and seating for 1,000 spectators. Hammond Construction generously provided the lead gift for this facility.

Hartshorn Village (2007)

The Hartshorn Street Village, centrally located on campus next to the Timken Physical Education Building and across from the Gulling Training Center, offers easy access to the fitness facilities of which so many of our students like to take advantage. This village community consists of three rows of houses; each with its own exterior entrance. The townhouse style of these structures give students the real feeling of independence as they walk through their very own front door into an open floor plan consisting of a living room, kitchen, bathroom and one bedroom downstairs and a bathroom and three bedrooms upstairs.

Haupt House (2002)

The Fred J. Haupt President's Home is located at 1304 S. Union Ave. Flexible for family living and formal entertaining, highlights of the home include a domed ceiling in the foyer featuring the Mount Union seal and a wall of "University family" photographs dating from the early 1890s. The home was formally named the Fred J. Haupt President's Home in 2007 in honor of long-time University supporter and Board of Trustees member Dr. Fred J. Haupt '63.

Hoiles-Peterson Residence Hall (1989)

Hoiles-Peterson Residence Hall is a two-story, L-shaped building that houses 103 students in suite-style living units. The residence hall, located on the east side of Miller Avenue, is named in recognition of the support and dedication of Josephine (Hoiles '40) and Donald '39 Peterson.

Hoover-Price Campus Center (1962)

The University's Campus Center is named in honor of the Hoover Company of North Canton, Ohio and the late Mr. and Mrs. H.C. Price of North Canton, Ohio, principal donors for the building. It is a one-story structure of 55,800 square feet located on the northwest edge of the campus. The Campus Center is the extracurricular heart of the campus. Expanded in 1996, the Campus Center includes the offices for many of the student service offices which fall under the umbrella of the Office of Student Affairs. This includes the vice president for student affairs and dean of students and associate dean of students, as well as the offices of Alcohol, Drug and Wellness Education, Campus Card and Facility Scheduling, Diversity and Inclusion, International Student Services, Residence Life, Student Accessibility Services, Student Conduct, Student Involvement and Leadership, and the Center for Student Success which includes the Offices of Career Development, First Year Initiatives, Student Academic Support and Students in Academic Transition. Both the Kresge Commons and the B&B Café were renovated in 2006-2007 and serve as the primary dining options for students, faculty and staff on campus as well as popular gathering spots. The Campus Center is also the home to the University Store, a computer lab, student mailboxes and the University radio station. The Alumni Room, Newbold Room (formerly the East Room), and West Room, as well as the Osborne and Deuble Conference rooms, provide accommodations for meeting space. A student-staffed Information Desk and the main University switchboard are also located in the Campus Center.

Jae Manor (2007)

This apartment-style building located within Brown Village on Union Avenue provides housing for 36 upperclass students and was named to honor the legacy of the late Hugh '54 and Nancy Jae.

Keener House (1979)

This two-story brick building located at 145 Hartshorn is used to house the Department of Philosophy and Religious Studies.

Keller Manor (2007)

Named in honor of Daniel '72 and Laura Keller, this apartment-style building located within Brown Village on Union Avenue is home to 36 upperclass students.

Ketcham Residence Hall (1962)

Located on Simpson Street, this residence hall is named for the late Dr. Charles B. Ketcham, president of Mount Union from 1938-1953, and his wife, Mrs. Lucile Brown Ketcham. The three-story brick structure houses 115 students.

Perry F. King Guest House (1981)

The home is the gift of Dr. and Mrs. Robert G. King '33 of Marion, Massachusetts, in memory of his late father, Dr. Perry F. King 1899, who was a prominent surgeon, member of the Board of Trustees (1914-1918), team physician (four decades), one of the founders of the Alumni Association and responsible for the organization of the Student Health Service. The beautiful old home is located at 1414 S. Union Ave. and will be the home of Alpha Delta Pi sorority.

King Residence Hall (1960)

King Hall houses 114 students. The three-story brick structure is named for the late Dr. George L. King Jr. '22 and his wife, Margaret (Wagner) King. Dr. King served as president of the Mount Union Board of Trustees for 18 years.

Kolenbrander-Harter Information Center (2000)

The Kolenbrander-Harter Information Center provides 45,912 square feet of technology and learning space, which is directly linked to the traditional library space (see library entry for resources). It houses the Digital, Writing and Oral Communication Studio, PC labs, a Macintosh lab, a computer science lab, a language lab, several multimedia classrooms, 24-hour access to study space, computer labs and vending. It is home to the KHIC Stand Café and Learning Commons, which offers technology, gathering and study space for individuals and groups. It also contains classrooms and office space for the departments of Computer Science, Foreign Languages and Communication. The facility was made possible through a lead gift from Steve '84 and Suzanne (Spisak '84) Harter.

Lakes (1916)

The campus lakes are located across from Cope Music Hall. An idea provided by former member of the Mount Union Board of Trustees, Walter Ellet, the lakes were constructed in 1916. Shaped by shovels, wheelbarrows and horses using slip scrapers, the lakes were originally formed in the shape of an "M." The lakes suffered much erosion during the ensuing years, so in 1983, the lakes were cleaned and renovated. Through the installation of a retaining wall, much of the damage caused by the erosion was corrected. The lakes were also restored to their original depth of eight to 10 feet. Other repairs included the addition of new drainage pipes and renovation of the pedestrian bridge. The campus lakes are not to be used for recreational purposes.

Lamborn Plaza (1984)

The Plaza, adjacent to the north entrance of the Engineering and Business Building, is located on the former site of Lamborn Hall, which serviced science classes from 1914 to 1983. The plaza includes in its construction the cornerstone and name plate from Lamborn Hall.

Library (1950)

Originally built in 1950 and expanded in 1975, the University Library is located within the Kolenbrander-Harter Information Center. The library

offers more than 230,000 books in open stacks, more than 900 current journal titles, back years of journals in both bound and microform format and more than 350,000 federal government publications. Access to a wide range of computer databases and electronic full-text products is available via campus networked access to the Internet. Library collections are accessed through the OPAL catalog. Mount Union is part of a 19 library catalog consortium which uses the Innovative Interfaces software system. As part of the OhioLINK system, our users may borrow materials directly from all OPAL libraries as well as any of the 74 OhioLINK libraries throughout the state of Ohio. In addition to the OPAL catalog, the Mount Union library home page on the Internet offers access to more than 200 periodical indexes in a wide array of subject areas, more than 5,000 full-text periodical titles, a range of encyclopedias and dictionaries and several gateways to federal government document resources. Special collections are located in the Rare Books Room and the Historical Room, which houses the University's archives and a local history collection. The estate of Louis H. Brush makes annual grants to purchase books and periodicals in memory of James Alpheus Brush, the first Librarian of the University, and his wife. The Thomas S. Brush Foundation, Inc. made a gift of approximately \$500,000 in 1971 to the Endowment Fund of the University with the income to be used for purchase of books and periodicals in memory of Mr. Brush's grandparents, Mr. and Mrs. Louis H. Brush. The Sturgeon Music Library, located in Cope Music Hall, houses 7,000 recordings, 10,000 scores, current music periodicals and a music reference collection. Listening stations equipped with compact disc players, turntables and cassette recorders are provided for student use as well as a soundproof listening room. The Science Library provides the most recent three years of science journals and a science reference collection in close proximity to science classrooms and laboratories.

McCready Residence Hall (1965)

A residence hall for 119 first-year students, McCready Hall is located between Hartshorn Avenue and State Street. It is named in honor of the late B. Y. McCready '16 of Alliance, Ohio, a long-time member of the Board of Trustees, and his widow, Mrs. B. Y. McCready.

McMaster Residence Hall (1956)

Located on Simpson Street, McMaster houses 163 women. It is named for the late president of Mount Union, Dr. William H. McMaster 1899, and Mrs. McMaster. The three-story brick construction is built in an L-shape and is the largest residence hall on campus.

McPherson Academic and Athletic Complex (2009)

The McPherson Academic and Athletic Complex is Mount Union's primary health and wellness complex. The facility is named in honor of Richard '50 and Dorothy (Werstler '49) McPherson, whose generosity provided for the McPherson Center for Human Health and Well-Being in 1996 as well as for this latest addition and renovation. The MAAC includes the Timken Physical Education Building, Peterson Field House, McPherson Center for Human Performance, Cicchinelli Fitness Center, Hammond Natatorium and Sweeney Auxiliary Gymnasium as well as a wrestling room, exercise science center and laboratory, athletic training facility, classrooms, laboratories, office spaces and an area dedicated to student recruitment.

McPherson Center for Human Performance (1996)

The McPherson Center, located adjacent to the Timken Physical Education Building, is the home for the Department of Human Performance and Sport Business with faculty offices, a student lounge and state-of-the-art classroom and laboratory facilities. The building was made possible through a lead gift from Richard '50 and Dorothy (Werstler '49) McPherson. The center is part of the McPherson Academic and Athletic Complex.

Miller Residence Hall (1866)

Miller is a three-story brick residence hall named in honor of the Honorable Lewis Miller of Akron, long-time chairman (1868-99) of the Mount Union Board of Trustees. It is the oldest residence hall on campus and was renovated in 2007.

Mount Union Stadium (1915)

The Stadium was planned and equipped by the University's Alumni Athletic Association. It contains a football field, an all-weather track, a steel and concrete grandstand, concrete bleachers and dressing and storage rooms. The stadium playing field is made of an artificial surface called AstroPlay. Lights allow for night contests. Stadium capacity is 5,600.

Nature Center (1986)

The John T. Huston-Dr. John D. Brumbaugh Nature Center is located six miles south of the campus. The 126-acres of woodland, including 27-acres of old growth beech maple forest, provide a nature preserve for plant and animal populations native to northeastern Ohio. The land, donated to the University by Dr. John D. Brumbaugh in honor of his grandfather, Mr. John T. Huston, will be used in perpetuity as a center for environmental education. The preserve, used as an outdoor teaching laboratory for the natural sciences, also supports many faculty/student research projects. In addition, nature trails are open to the public and to organized groups in the area. The Dr. John D. Brumbaugh Visitors Center, completed in 1991, provides classroom and laboratory space and an information resource for students and other visitors.

Orwick Court (2007)

This newest row of townhouses located on State Street was made possible by a gift from Carl '42 and Martha "Nickie" (Nicholson '45) Orwick in honor of the four generations of family who have passed through Mount Union. Forty upperclass students reside within Orwick Court.

Otto Art Center (2015)

The Sally Otto Art Gallery was made possible by a generous gift from Mr. Eric (Jim) '56 and Mrs. Sally (Cooper '56) Otto. Located within the Giese Center for the Performing Arts, the Otto Art Gallery features exhibitions of work by students, faculty and professionals throughout the academic year.

Peterson Field House (1981)

Located at the west end of the McPherson Academic and Athletic Complex, the Field House is named in recognition of the late Donald '39 and Josephine (Hoiles '40) Peterson. Dr. Peterson's many contributions included serving as a member of the Board of Trustees from 1954 until 2006 and as Board president from 1971 to 1987. The Field House features the Wuske Track, a 200-meter NCAA regulation indoor track for hosting college and high school meets, named in honor of the University's successful track coach, the late Jim Wuske. The facility also includes batting cages and indoor practice space for baseball, softball and golf and provides recreational and varsity practice space for basketball, volleyball and tennis.

Scott Plaza

Adjacent to the library, Scott Plaza is named in memory of Dr. Joseph Scott who was head of the Department of Biology from 1918 to 1946.

Shields Residence Hall (1999)

This three-story building houses 155 students in suite-style living units and is located directly behind the Campus Center. It was named in honor of Dr. Clifford D. '43 and Mrs. Betty (Hatton '44) Shields.

Sweeney Auxiliary Gymnasium (2010)

The auxiliary gymnasium, located in the McPherson Academic and Athletic Complex, provides additional practice space for Mount Union's intramural program and recreational activities. The facility was made possible through the generosity of Sean '79 and Caroline Sweeney.

Timken Physical Education Building (1970)

The Timken Physical Education Building, part of the McPherson Academic and Athletic Complex, includes a performance arena with three full-size basketball and volleyball courts with a seating capacity of 3,000. Also housed in the facility is a state-of-the-art sports medicine center that includes an athletic training room, offices, rehabilitation center and hydrotherapy facilities. The Office of Athletics is located here along with classrooms, the M Club meeting room and an interactive kiosk that includes the M Club Athletic Hall of Fame.

Tolerton and Hood Hall (1982)

Tolerton and Hood houses the departments of Mathematics, Psychology and Sociology and Criminal Justice. The building includes faculty offices, a large lecture room, individual classrooms and student laboratories. The building was endowed in 1983 through a generous gift from Mary (Tolerton '24) Hood. Tolerton and Hood Hall was named for Mrs. Hood's father, Howard Tolerton, and her husband, Clifford Hood.

Union Avenue Gateway and Park

The Gateway and Park are located between Union Avenue and the University buildings. The park, made possible by the Mount Union Woman's Club, contains two lakes, walks, a bridge, trees and shrubbery. A brick entrance, erected by the class of 1893, marks the approach from Union Avenue.

Union Avenue West Village (2011)

Located on Union Avenue, is comprised of three apartment style buildings, housing a combined total of 188 students with 40, three story and eight, two story apartments. This living community provides housing for juniors and seniors.

van den Eynden Hall (1928)

Located at 136 Hartshorn St. and formerly known as the Administration Annex, the building was named in 1990 in recognition of the late Howard and Kathryn van den Eynden of Shaker Heights, Ohio. The building was the gift of an anonymous donor in 1940. Prior to that time it housed the Phi Kappa Tau fraternity, and from 1942-1962 it served as the college Student Union and a residence hall. The building now houses The Center for Global Education and The Center for Public Service.

Wable-Harter Building (1996)

The Wable-Harter Building, located behind the Mount Union Stadium, is the gift of Steve '84 and Suzanne (Spisak '84) Harter of Houston, Texas. The building houses the football locker room and facilities, offices, a meeting room and a training room.

Whitehill Tennis Courts (1946)

The University's Tennis Courts, located behind Bica-Ross Hall, are the gift of the late Mr. C. E. Whitehill of Indianapolis, Indiana. A new construction in 1999, the site includes six tennis courts.

Accreditations and Affiliations

The University of Mount Union has programs approved by a number of accrediting bodies and groups.

- Higher Learning Commission
- Department of Education of the State of Ohio (contained within CAEP accreditation)
- University Senate of the United Methodist Church
- Ohio Board of Nursing
- Ohio Department of Higher Education (Certificates of Authorization)
- National Association of Schools of Music (NASM)
- National Collegiate Athletic Association (NCAA)
- Commission on Sport Management Accreditation (COSMA)
- Commission on Accreditation of Athletic Training Education (CAATE)
This program is currently non-compliant with Standard II until the three-year aggregate first-time Board of Certification passing rate is above 70%.
- Council for Accreditation of Educator Preparation (CAEP)
- American Chemical Society (ACS).
- Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA).
- Engineering Accreditation Commission of ABET (EAC-ABET)
- Commission on Collegiate Nursing Education (CCNE)
- National Council of State Authorization Reciprocity Agreements (NC-SARA)
- Effective August 5, 2016, the Physical Therapy Program at the University of Mount Union has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org). Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation and may matriculate students in technical/professional courses. Candidate for Accreditation is not an accreditation status nor does it assure eventual accreditation.

Alumni and Related Organizations

The University of Mount Union Alumni Association was officially organized in 1948, having functioned for many years as an informal organization. Its purpose is to promote interest in Mount Union through a variety of programs and events. All former students are automatically members of the association. Activities are coordinated through the Office of Alumni Engagement. The Alumni Association supports the work of 3 sub-committees which in turn support the strategic initiatives of the University. Alumni are encouraged to join a sub-committee.

Special events for alumni from all grad years are provided at the University during Alumni Weekend and Homecoming in the fall. The Mount Union Magazine, along with a monthly email newsletter, the alumni website and social media, keeps alumni and friends informed of the programs and activities coordinated through the Office of Alumni Engagement and of the University. Participation and support of the association are welcome and encouraged from any of our wonderful alumnae around the world.

The Mount Union Women, founded in 1933, is an organization of local chapters with the National Cabinet as its governing body. Its purposes are to foster the interests of Mount Union, to promote the education of women, to provide an effective medium of contact between alumnae and the University and to organize local chapters of Mount Union Women.

Any woman who has attended Mount Union is a member of Mount Union Women. Associate memberships may be held by the wife of an alumnus and the mother, daughter or sister of an alumnus or alumna. Honorary memberships are given to the wife of the president of the University, the wives of all members of Administrative Council, the director of alumni activities and women members of the University's Board of Trustees. Honorary memberships may be given to women professors and wives of professors.

M Club is an organization of former student-athletes. Any student-athlete lettering in a varsity sport (Men's and Women's) at Mount Union is automatically eligible to be a member of M Club upon graduation. The M Club serves to raise additional revenue to supplement the annual operations and capital budget of the athletic programs to be more competitive. The major activities of the Club include the Athletic Hall of Fame induction ceremony, electronic newsletter four times a year, Membership Gift Drive, the Annual Golf Outing and other fund raising events. Members receive a membership card granting free admission to all regular season on-campus athletic events.

Academic Calendar

2018-2019 Academic Graduate Calendar

Summer Sessions 2018

- Classes begin Monday, May 14, 2018
 - Session I: 5/14/18 – 6/24/18
 - Session II: 7/2/18 – 8/12/18
- No Classes Monday, May 28, 2018 (Memorial Day)
- No Classes Wednesday, July 4, 2018 (Independence Day)
- University Summer Term ends Sunday, August 12, 2018
 - PA and PT Classes end Friday, August 3, 2018
 - MAEL Classes end Sunday, August 12, 2018

Fall Semester 2018

- University Fall Semester begins Monday, August 20, 2018
 - Graduate Classes begin Monday, August 27, 2018
- No Classes September 3, 2018 (Labor Day)
- No Classes November 22, 2018 through November 23, 2018 (Thanksgiving Recess)
- University Fall Semester ends Thursday, December 13, 2018
 - Graduate Classes end Thursday, December 6, 2018
- Graduate Programs Exam Week December 7, 2018 & December 10 - December 13, 2018

Spring Semester 2019

- University Spring Semester begins Monday, January 14, 2019
 - Graduate Classes begin Monday, January 14, 2019
- No Classes January 21, 2019 (MLK Day)
- No Classes March 11 – March 15, 2019
- No Classes April 19, 2019 (Good Friday)
- University Spring Semester ends Wednesday, May 15, 2019
 - Graduate Classes end Friday, May 3, 2019
- Graduate Programs Exam Week May 6, 2019 through May 10, 2019
- University Commencement - Saturday, May 18, 2019

Summer Sessions 2019

- Classes begin Monday, May 20, 2019
 - Session I: 5/20/19 – 6/30/19
 - Session II: 7/8/19 – 8/18/19
- No Classes Monday, May 27, 2019 (Memorial Day)
- No Classes Thursday, July 4, 2019 (Independence Day)
- University Summer Term ends Sunday, August 18, 2019
 - PA and PT Classes end Friday, August 9, 2019
 - MAEL Classes end Sunday, August 18, 2019

Academic Policies and Procedures

Student Responsibility

Each student has the responsibility to be aware of and to adhere to all rules, regulations and deadlines published in this *Graduate Catalogue*, the University's Student Handbook, and in any Handbooks provided by graduate programs.

Educational Records Policy Annual Notification to Students

In accordance with the Family Educational Rights and Privacy Act (commonly referred to as FERPA, or the "Buckley Amendment"), Mount Union has adopted the following policies and procedures to protect the privacy of educational records. Students will be notified of their FERPA rights annually by publication in the Catalogue and on the University's website.

Definitions

The University of Mount Union uses the following definitions in this policy:

Student: Any person who attends or has attended the University.

Education records: Any record in whatever form (handwritten, taped, print, film or other medium) which is maintained by the University and is directly related to a student, with the following exceptions:

- personal records kept by a University staff member if the record is not revealed to others and is kept in the sole possession of the staff member;
- student employment records that relate exclusively to the student in the capacity of an employee;
- records maintained separately from educational records solely for law enforcement agencies of the same jurisdiction;
- counseling records maintained by the University chaplain or the University counselor;
- medical records maintained by the University solely for treatment and made available only to those persons providing treatment; and
- Office of Alumni Activities records.

Rights Under FERPA

A student shall have the right and parents of a dependent student may have the right to do the following:

- inspect and review the student's education records;
- request that the student's education records be amended to ensure the records are not inaccurate, misleading or otherwise in violation of a student's privacy or other rights;
- consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent;
- file a complaint with the U.S. Department of Education concerning the failure of the University to comply with the requirements of FERPA

Procedure to Inspect Education Records

Students may inspect and review their education records upon request to the appropriate record custodian(s). Students must submit a written request that identifies as precisely as possible the record(s) the student wishes to inspect.

Access will be provided within 45 days of the written request. Information contained in educational records will be fully explained and interpreted to students by University personnel assigned to, and designated by, the appropriate office.

Student records are maintained in the following offices:

- admissions and academic records in the Office of the University Registrar;
- financial aid records in the Office of Student Financial Services;
- financial records in the Office of Business Affairs;
- progress and advising records in the departmental offices and faculty offices;
- disability-related records in Student Accessibility Services;
- academic dishonesty records in the Office of Academic Affairs;
- disciplinary and student conduct records in the Office of Student Affairs.

Right of the University to Refuse Access

The University reserves the right to refuse to permit a student to inspect the following information:

- the financial statement of the student's parents;
- letters of recommendation for which the student has waived right of access;
- records of applicants who were neither admitted to nor attended the University of Mount Union;
- records containing information about more than one student, in which case the University will permit access only to that part of the record which pertains to the inquiring student; and
- records which are excluded from the FERPA definition of educational records.

Right to Challenge Information in Records

Students have the right to challenge the content of their education records if they consider the information contained therein to be inaccurate, misleading or inappropriate. This includes an opportunity to amend the records or insert written explanations by the student into such records. The student may not initiate a FERPA challenge of a grade awarded unless it was inaccurately recorded; in such cases the correct grade will be recorded.

Procedures for Hearings to Challenge Records

Students wishing to challenge the content of their education records must submit, in writing to the appropriate office, a request for a hearing which includes the specific information in question and the reasons for the challenge.

Hearings will be conducted by a University official who does not have a direct interest in the outcome of the hearing. Students will be afforded a full and fair opportunity to present evidence relevant to the reasons for the challenge. The hearing officer will render a decision in writing, within a reasonable period of time, noting the reason and summarizing all evidence presented.

If the hearing results are in favor of the student, the record shall be amended. Should the request be denied, an appeal may be made, in writing, and submitted to the University Registrar within 10 days of the student's notification by the hearing officer. The appeal shall be heard by an Appeals Board of three disinterested senior University officials. The board will render a decision, in writing, within a reasonable period of time.

Should the appeal decision be in favor of the student, the record shall be amended accordingly. Should the appeal be denied, the student may choose to place a statement with the record commenting on the accuracy of the information in the record and/or setting forth any basis for inaccuracy. As long as the student's record is maintained by the University, when disclosed to an authorized party, the record will always include the student's statement and the board's decision.

Disclosure of Education Records

The University may disclose "non-directory" information contained in a student's educational record only with the written consent of the student, with the following exceptions:

- to school officials, including teachers, who have a legitimate educational interest in the record;
- to officials of another school in which the student seeks or intends to enroll;
- to federal, state and local agencies and authorities as provided under law;
- to the parents of an eligible student if the student is claimed as a dependent for income tax purposes;
- accrediting organizations;
- to comply with a judicial order or lawfully issued subpoena;
- emergencies affecting the health or safety of the student or other persons; and
- as otherwise permitted by FERPA.

Any student who wishes to authorize release of grades to one or both parents should complete a disclosure form in the Office of the University Registrar.

FERPA Annual Notice to Reflect Possible Federal and State Data Collection and Use

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.

Disclosure of Directory Information

Disclosure of directory information normally may be made without the student's consent. Directory information includes the student's name; school and permanent addresses; school, permanent and cellular telephone numbers; school mailbox address; school e-mail address; date and place of birth; majors and minors; dates of attendance; enrollment status; class level; degree(s) received and dates of conferral; honors and awards earned; previous institutions attended; weight, height, and age of athletes; participation in officially recognized activities and sports; and photograph.

A student who wishes to have all directory information withheld must submit an "Authorization to Withhold Directory Information" form to the University Registrar. The hold will become effective the first day of class in the next regular semester (fall or spring). Once filed this request becomes a permanent part of the student's record until the student instructs the University Registrar in writing to have the request removed. Because the University's computer system is unable to put a "hold" on selective directory information, all directory information will be placed on hold or all directory information except name and e-mail address will be placed on hold. Moreover, this request does not restrict the release of this information to individuals and agencies list in "Disclosure of Educational Records" above.

Withdrawal Process

A student who wants to withdraw after classes have started for the semester initiates the process with the Program Director to indicate that he/she is withdrawing. The Program Director will notify the University Registrar, who will process the withdrawal and notify the appropriate campus offices. The official date of withdrawal is the date the student contacted the Program Director OR the midpoint of the semester if the student leaves without notifying the institution OR the student's last day of attendance at a documented academically related activity, whichever is the latest. This policy applies to students who withdraw from all their classes for the semester or are suspended.

The withdrawal date from an online class/program will be the last date of documented academic participation, e.g., contributing to online activity or contacting the faculty member with course-related questions.

The charges for tuition and fees assessed to the student are based on the number of calendar days (including Saturday and Sunday) that the student is enrolled on campus in direct proportion to the period of enrollment (number of calendar days in the semester). The student who withdraws after 60 percent of the enrollment period will be charged for the whole semester.

If admitted to the program, candidates are required to submit a non-refundable deposit for the applied enrollment term. This deposit will be applied toward tuition charges and will be forfeited in the case of withdrawal.

Leave of Absence (LOA) Policy

A Leave of Absence (LOA) is a temporary interruption in a student's program of study at the University of Mount Union. There is a reasonable expectation that the student will return from the leave. LOA refers to the specific time period during a program when a student is not in attendance, but remains an active student at the University of Mount Union. It does not refer to non-attendance for a scheduled break in a student's program, nor is it meant to include situations addressed by course incompletes. Students may not use the LOA policy to take courses at another institution for transfer credit or approved transient work. Prior approval and exceptions may be granted to students using the LOA policy to attend a non-credit bearing program that is deemed beneficial to the student's overall academic studies.

The University of Mount Union grants a Leave of Absence for up to 365 calendar days to a matriculated graduate student in good standing. The Office of the University Registrar will provide an application which must be completed and signed during the mandatory exit interview with the Graduate Program Director. The signature of the University Registrar or representative, the signature of the Director of Student Financial Services or representative, the signature of the Program Director or representative, the signature of the Assistant Dean of Academic Affairs, and the signature of the student's advisor indicates approval of the LOA, which becomes effective on the date listed on the LOA form. Documentation submitted with the application for an LOA may be required for approval. The reentry date will be indicated on the LOA form. Please note that while the University may grant up to 365 calendar days of LOA to a graduate student, any period exceeding 180 days may result in a change to the student's financial aid status. Students should consult with financial aid prior to taking an LOA from the University.

An LOA will be granted only before the official Drop/Add period has ended during the semester for which the student is registered. Once a term/semester begins, an LOA will only be granted to those with extenuating circumstances and students must submit supporting documentation along with the LOA form. Students who are denied an LOA once the term/semester begins will be treated as a withdrawal for financial aid recalculation purposes. Students who do not return from an approved LOA on the reentry date indicated will be retroactively withdrawn from the University and/or dismissed from the program. Students may apply for an extension on an approved LOA as long as the total LOA sum of days does not exceed 365 calendar days.

Students applying for an LOA, and who owe an outstanding balance to the University, must clear the debt before returning from the LOA. Students approved for an LOA will be subject to the same policies governing an outstanding balance as a student who is seeking readmission to the University.

Full-Time Status

Graduate students are considered to be full-time students if they are enrolled in 6 or more hours in a semester.

Financial Aid for Graduate Students

The primary goal of the financial aid program at Mount Union is to assist students in meeting their University expenses by providing financial resources. Mount Union will strive to assist eligible students to the greatest extent possible based on the University's available resources.

Eligibility and Determination for Financial Aid for Graduate Students

To be eligible for financial assistance, the student must be classified as having at least half-time enrollment and show satisfactory progress toward meeting the requirements for a degree. Institutional funds and federal grants are not available to graduate students.

Consideration for Federal Stafford Loans requires the student to file the Free Application for Federal Student Aid (FAFSA) each academic year and meet the federal eligibility requirements. Students must show financial need (according to the FAFSA) to qualify for Subsidized Stafford Loan funds. Maximum annual amounts equal \$8,500 (subsidized) and \$12,000 (unsubsidized). Amounts may not exceed the cost of attendance (direct and indirect costs associated with the program) in the given loan period.

Additionally, graduate students have the option to explore Federal Graduate PLUS Loans and private loans to assist with their costs. Amounts may not exceed the cost of attendance (direct and indirect costs associated with the program) in the given loan period.

Financial Aid Application Procedures for Graduate Students

The following steps are necessary in order to apply for financial aid at Mount Union:

- The student applies for admission to the University.
- The student files the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov to determine financial aid eligibility for need-based financial aid. The federal school code for Mount Union is 003083. The process begins on January 1 preceding the student's entry term.
- The process of sending award letters begins in March.

Financial Aid Renewal Procedure for Graduate Students

All financial aid awards are reviewed annually to accurately analyze any changes in the financial position of the student and his or her family. The annual review also permits the University to take into consideration any change in educational costs. The following information relates to renewal of financial aid:

- File the Free Application for Federal Student Aid (FAFSA) renewal form online at www.fafsa.ed.gov. All renewal applicants are encouraged to file by March of each subsequent year.
- The Office of Student Financial Services will provide reminders to students electronically.
- Award letters are electronically available to students in March.

Grades

The following system of quality points is used at Mount Union:

A....4.00	B.....3.00	C.....2.00	D.....1.00
A-...3.67	B-.....2.67	C-1.67	D-.....0.67
B+...3.33	C+.....2.33	D+.....1.33	F.....0.00
S.....Satisfactory		U.....Unsatisfactory	

Each Graduate Program may adopt a grading system appropriate for its program. See the applicable graduate program information for details.

Grading Notations

In addition to grades, certain notations are employed to signify specific conditions:

NG	No Grade Submitted
IP	In Progress
I	Incomplete
P	Passed (Transfer Work)
W	Withdrawn

Grades and/or Grading Notation Definitions

S/U (Satisfactory/Unsatisfactory): Applicable only for certain courses where the grading is designated in this manner. Academic work completed at the “C” or higher level will be graded “S”; work completed at the “C-” level or below will be graded “U.” S/U grades are not included in a student’s grade point averages. (text omitted here)

I (Incomplete): The “I” grade is to be used for situations where an unanticipated or unavoidable situation arises that prevents a student from completing a course during the scheduled semester. It is not to be used to extend the time available for convenience or to re-take the course. The assignment of an “I” grade must be approved by the Program Director of the applicable graduate program. Such requests shall be submitted before the end of the semester and include the basis for the request.

Student work required to resolve the incomplete must be completed by the end of the fifth week of the next regular semester following the one during which the “I” grade was assigned. It is the student’s responsibility to arrange for completion of the work. The final grade is due to the University Registrar during the sixth week of the following semester and may be any regular grade. An “I” grade which has not been reconciled to a final grade by the end of the sixth week of the next regular semester will become an “F” and included in the calculations of the student’s cumulative grade point average.

IP (In Progress): Applicable grade assigned at the end of the first semester of a two semester “extended” course.

W (Withdrawn): Applicable to students who withdraw from a course after the first week but by Monday of the eleventh week of a semester (the end of the fifth week for courses that meet for only seven weeks.). Withdrawals processed by the end of the first week are not recorded on the official academic record. Withdrawals processed after the first week but by the first day of the eleventh week (or by the end of the fifth week for courses that meet for only seven weeks) will be recorded as a “W” on the official academic record. A student withdrawing after the first day of the eleventh week of classes for any reason – other than medical or non-academic hardship – will receive grades of “F” which will be used in computing the cumulative grade point average. Note: For courses that are taught in only the first or second half of the semester, the withdrawal deadline will be the end of the fifth week of the course. A “W” is also applicable when a student, with the approval of the dean of students of the University, withdraws from a course anytime during the semester for a verified medical or other verified non-academic hardship. A “W” is not calculated in a student’s grade point average.

Appeal of Sanctions Imposed for Academic or Professional Reasons

Each graduate academic program has the authority to impose sanctions on a student based on their academic performance or for a professional reason. Sanctions can vary in severity up to and including dismissal from the graduate program. The policies and procedures for such sanctions are contained in the respective graduate student handbooks. Students may appeal such decisions made by a graduate program to the Dean of the University by submitting a written request within 10 days of the decision being appealed. The Dean of the University will notify the student in writing of the decision. No additional appeals are permitted.

Dismissal

When a student is dismissed from a graduate program for academic reasons the student is dismissed from the University. The student may reapply to the University. The student is eligible to re-apply for admission to the same graduate program if permitted by the student handbook. The student may also apply to admission to a different graduate program.

Applying for Graduation

All students who wish to graduate must apply for graduation at least one semester prior to their planned date of graduation. Application for Graduation forms are available in the Office of the University Registrar or online at the University Registrar’s website. The University recommends that students apply at least one semester before graduation to ensure that all graduation requirements can be identified and completed by the expected graduation date. Once an application is received, the Office of the University Registrar and the Director of your program will identify any remaining requirements for graduation on a Degree Clearance Form, a copy of which will be given to the student.

Degree Conferral

At the end of each cohort, the University Registrar presents to the program director the names of all students who have at that point successfully completed all requirements for graduation. The program director must then approve these potential graduates before they can be awarded a degree. Once the faculty have recommended the candidates for a specific degree, that degree will be conferred on those students by the University.

“Walking” at Commencement

Students who are completing graduate programs will be permitted to “walk” at Commencement if they are making satisfactory progress toward the achievement of their degree, with no more than the summer term to complete. The program director will confirm the eligibility of each student who submits an application to the University Registrar to participate in the event.

Although the students in question will not receive their diplomas at the time of the Commencement ceremonies, they will be allowed to participate in the ceremonies in every other way. They will attend the ceremonies in academic regalia, and their names will appear in the program. These students will receive a diploma case (without diploma) during the ceremonies. Diplomas will be distributed to students at a later date, upon the completion of the program, once all degree requirements have been met.

Academic Honesty

(For more information, please refer to the current program student handbook)

Professional practices require sound judgment, honor, and integrity. All students enrolled in the University of Mount Union graduate programs are expected to conform to the principles of academic honesty. Academic dishonesty will not be tolerated by the program faculty or the University.

Cheating also includes plagiarism, which, is the act of using another person’s ideas or expressions in your writing without acknowledging the source. It is giving the impression that you have written or thought of something that you have in fact borrowed from someone else.

Further forms of cheating include but are not limited to purchasing of papers, and presenting the same written work for more than one course without the permission of the instructor of the course in which the student is enrolled. The use of cellular phones and transmitting or recording devices during onsite exams or exam review sessions is prohibited, except when explicitly permitted by the instructor, and will be considered academic dishonesty. For students completing experiential education requirements (e.g. clinicals, internships, placements) honesty is expected in the recording of data obtained directly by the student.

Programs of Study

Master of Arts in Educational Leadership

Admission Requirements/Criteria

- Please note: Preference will be given to those who hold or are eligible to hold an Ohio teaching license or a comparable license from another state. Applicants who do not meet the traditional criteria will be judged on a case-by-case basis and will be asked to submit additional documentation in an attempt to gain conditional admission.
- Bachelor's degree from a regionally accredited college or university.
- Possess an undergraduate cumulative grade point average equal to or greater than 2.75 (on a 4.0 scale), or a grade point average equal to or greater than 3.0 (on a 4.0 scale) with a minimum of 12 credit hours of graduate study.
- Submit a curriculum vitae or résumé.
- Applicants will submit an essay of approximately 250-500 words which outlines the applicant's career aspirations and rationale for applying to the program. This piece will demonstrate the candidate's ability to write at the graduate level.
- Provide three recommendation from employers or former professors who are in a position to judge the applicant's potential to graduate level study and research, as well as the suitability for educational leadership.
- Applicants may be selected for an interview to be conducted using phone/video conferencing. Applicants who successfully complete the interview will be admitted into the Master's in Educational Leadership program.
- Entrance to the Principal Licensure Program. Fulfill all entrance requirements and possess at least one of the following criteria:
 - Possess a cumulative undergraduate GPA equal to or greater than 3.0 (on a 4.0 scale)
 - Document satisfactory scores on the General Test of Graduate Record Examinations (GRE): Verbal greater than or equal to 145, Quantitative greater than or equal to 144, and writing greater than or equal to 3.75
 - Possess a cumulative graduate GPA greater than or equal to 3.0 (on a 4.0 scale) from at least six semester hours

Tuition and Fees

Tuition and fees are as follows.

Tuition per semester*	\$3,450 (\$575 per semester hour)
Application Fee	\$ 30
Technology*	\$570 (\$95 per semester)
Enrollment Deposit (non-refundable)	\$250

Total Estimated Program Cost* \$21,550

**Tuition and fees are subject to annual adjustment*

Requirements for the Master of Arts in Educational Leadership

The online Master of Arts in Educational Leadership (MAEL) is designed to develop leaders ready to meet the challenges of creating highly-effective learning communities. Mount Union MAEL graduates will be equipped with the skills and knowledge to promote meaningful change within local, national and global environments. Mount Union's MAEL program has the flexibility, convenience, and quality that allows professional educators to develop as leaders. The Master of Arts in Educational Leadership engages candidates in a transformational process of systematic problem solving and data-driven decision-making. The primary aim is to prepare candidates to meet the challenges of leading schools, organizations, communities, and people.

Course Sequence

	Semester Hours
Year 1 - Summer Semester	
EL 501 Introduction to Leadership and Organizational Change	3
EL 502 School Finance	3
Year 1 - Fall Semester	
EL 503 Schools and Society	3
EL 504 Ethical and Moral Foundations of Leadership	3
Year 1 - Spring Semester	
EL 505 Using Data for School Improvement	3
EL 506 School Culture, Supervision, and Professional Development	3
Year 2 - Summer Semester	
EL 601 Technology for Educational Leaders	3
EL 602 Social, Cultural, Political, and Community Dimensions of Schools	3
Year 2 - Fall Semester	
EL 603 School Law	3
EL 604 Clinical Internship I	3

Year 2 - Spring Semester

EL 605	Clinical Internship II	3
EL 606	Complicated Conversations	3

Course Descriptions

EL 501 Introduction to Leadership and Organizational Change

Candidates investigate, analyze, and apply various theories of leadership and associated concepts related to state and national standards. The emphasis of the course is on candidate connections and applications of leadership theory to his/her own leadership experience and leadership goals. Candidates will begin the process of designing a professional portfolio that demonstrates competency as an effective educational leader. *3 Sem. Hrs.*

EL 502 School Finance

This course examines the concepts and theories regarding taxation, revenue sources, legislative issues, risk management, and other associated school finance considerations. Aspiring school leaders will apply these concepts and theories in the development of district or school budget planning and development. *3 Sem. Hrs.*

EL 503 Schools and Society: Windows into the World of Curriculum

This course examines the important milestones in curriculum theory and design by examining curricular and political dilemmas that play out in schools and society. Major curriculum theorists will be studied and evaluated. *3 Sem. Hrs.*

EL 504 Ethical and Moral Foundations of Leadership

Leadership practice with a moral dimension centered on purpose, values and beliefs, is studied in this course. Included will be a discussion of issues and principles designed to transform districts, schools and classrooms from organizations to communities that inspire positive commitment, devotion, and service. *3 Sem. Hrs.*

EL 505 Using Data for School Improvement

Using Data for School Improvement: This course focuses on using data as a tool to enhance decision-making processes. It provides school leaders with the knowledge and skills to analyze state, district, and local data for use in Page31 planning systemic school improvement. *3 Sem. Hrs.*

EL 506 School Culture, Supervision, and Professional Development

This course emphasizes the organization and management of personnel functions in education as well as the role of the leader in implementing these functions in a manner that sustains the school culture and facilitates a shared vision. The course explores the various supervisory processes by which educational leaders promote instructional improvement, growth, and professional development conducive to student learning. *3 Sem. Hrs.*

EL 601 Technology for Educational Leaders

This course examines leadership issues in the area of information and communication technologies through critical reflection, discussion, and the co-construction of knowledge and is broadly aligned with ISTE's Educational Technology Standards for Administrators. *3 Sem. Hrs.*

EL 602 Social, Cultural, Political, and Community Engagement in Schools

This course provides aspiring school leaders with an understanding of the historical, philosophical, ethical, social, and economic influences affecting education and their applications to professional decisions. Aspiring school leaders will apply relevant research and theory to their understanding of the social, cultural, and political inter-workings of the school and community, understand the importance of community engagement and community collaboration in decision-making, and learn how to build and develop community support for school priorities. *3 Sem. Hrs.*

EL 603 School Law

This course offers comprehensive analyses of legislative, executive, and judicial actions pertaining to P-12 education. Aspiring school leaders will examine and apply federal and state statutes, regulations, executive agency opinions, and published research with respect to the rights of students and personnel. Additionally, this course provides an overview of federal laws that mandate the success of students with varying social, emotional, and academic needs. *3 Sem. Hrs.*

EL 604 Clinical Internship I

Clinical Internship I is the first of a two-course sequence where candidates engage in reflective practice as a building/district administrator and educational leader. Candidates are expected to become familiar with the roles and responsibilities of the educational leader, lead in the planning, implementation, evaluation, and reporting of a project designed to improve education in a building/district, reflect upon her/his leadership, and seek meaningful improvement as an aspiring educational leader. *S/U 3 Sem. Hrs.*

EL 605 Clinical Internship II

Clinical Internship II is the second of a two-course sequence where candidates engage in active participation as an educational leader alongside a mentor/administrator. Students continue to work on an approved internship project designed to improve education in a school, engage in data analysis, report on the project successes and challenges, and reflect on self-improvement as an aspiring educational leader. *S/U, 3 Sem. Hrs.*

EL 606 Complicated Conversations

The Cultures of Curriculum The latest research on effective curriculum theory and development will be explored, theorized, and applied in individually based classroom, school, or district based action research projects. Data will be collected, analyzed, reported, and compared to literature and theory in the field of education representing a culminating project for the MAEL program. *3 Sem. Hrs.*

Master of Science in Physician Assistant Studies

Admission Requirements

Admission to the Mount Union Physician Assistant Studies Program is based on the following requirements.

- Degree: A bachelor's degree from a regionally accredited college or university is required. Applicants with degrees from any discipline are welcome to apply to the program as long as the prerequisite coursework is completed prior to matriculation (see below).
- GPA: The program requires an overall GPA of 3.0 or above on a 4.0 scale and a cumulative 3.0 GPA on a 4.0 scale in prerequisite coursework. Overall and science GPAs greater than 3.0 or above on a 4.0 scale are required.
- Prerequisite Coursework: The following coursework is required:

Prerequisite Course	Mount Union Equivalents	Semester Hours
English Composition	WRT 100 or successful completion of WOC Portfolio	3-4
General Psychology	PSY 110S	3-4
General Biology I and II with labs or higher level biology courses	BIO 140N and BIO 141N or upper-level Biology coursework	8
Anatomy and Physiology I and II with labs*	BIO 210 and BIO 211	8
Genetics	BIO 240	2-4
Concepts in Chemistry with lab	CHE 120N	3-4
Organic Chemistry I with lab	CHE 231	3-4
Elementary statistics or Biostatistics**	MTH 123 or PSY 200	3-4
Microbiology with lab Medical Terminology***	BIO 305	4

All prerequisite coursework must be completed with a grade of "C" or better. No grade of "C-" or lower will be accepted. All prerequisite science and math coursework must have been completed within the past 10 years. Coursework older than 10 years will be reviewed on a case by case basis for acceptance. *One semester of Human Anatomy with lab PLUS one semester of Human Physiology with lab can substitute for Anatomy and Physiology I and II. **Elementary Statistics cannot be replaced by any other math (like calculus). ***Medical Terminology requirement must be met via a proficiency exam given on the day of orientation. Failure of the proficiency exam will require the student to complete and pass a self-directed medical terminology course prior to matriculation. Courses from the University of Mount Union are for reference only. Students may take prerequisites at other post-secondary institutions with a regional accreditation.

- Physician Assistant Shadowing Experience: All applicants to the program must complete 40 hours of shadowing a NCCPA-certified physician assistant prior to application to the program. The applicant is responsible for the arrangement of the shadowing experience. Documentation verifying the shadowing experience must be submitted with the supplemental application to the program. Applicants with more than the minimum 40 hour requirement will be preferred.
- The Supplemental Application: Applicants no longer need to download and fill out a Supplemental Application. This information will be captured when applying via the CASPA website.
- Applicants must complete an application via the Central Application Service for Physician Assistants (CASPA) and submit it by the October 1 deadline.
- Graduate Record Exam (GRE): General Exam. Please designate code 5966 on the GRE registration. Test scores should not be older than three years. While there is no minimum GRE score required for admission, the competitive candidate will have scores above the 50th percentile. Scores above the 50th percentile are preferred.
- Candidates must have the ability to meet the Technical Standards of the program. See the Physician Assistant Student Handbook for a listing of Technical Standards.
- Three letters of recommendation must be submitted via the CASPA web site. One recommendation must be from a practicing physician or physician assistant.
- For International Students Only: Foreign Transcripts: All transcripts from an institution in any country other than the United States must have a course-by-course evaluation, plus determination of letter grade equivalence. Either of the following agencies may be used for foreign transcript evaluation:

World Education Services
P.O. Box 5087
New York, NY 10274-5087
Phone: (212) 966-6311 or (800) 937-3898
Fax: (212) 739-6100
Web: <http://www.wes.org/>

Education Credentials Evaluators
PO Box 514070
Milwaukee, WI 53203-3470
Phone: (414) 289-3400
Fax: (414) 289-3411
Web: <http://www.ece.org/>

- International students must submit official TOEFL scores. Scores of 590 or above on the paper-based test,

243 or above on the computerized test or 100 or above on the internet test are required for citizens of non-English speaking countries.

- International students also are required to have U.S. visa information if they are currently residing in the United States
- Background Check: Students must request and pay online for a criminal background check prior to program matriculation. Information will be provided upon acceptance.
- Patient Care Experience: This experience is not required, but is preferred.
- Preference: Preference in the selection of students for the interview process will be given to University of Mount Union graduates who meet all other admissions prerequisites.
- Priority Admission: The University of Mount Union Physician Assistant Studies Program offers priority admission to some applicants. Please see the Priority Admissions section (on the Program website) for details.

Note: The University of Mount Union Physician Assistant Studies Program does not offer credit for experience. There is no advanced placement within the University of Mount Union Physician Assistant Studies Program. The PA Program does not accept transfer credit from a student previously enrolled in another PA program, nor does it accept experiential credit. All students accepted in the PA program must satisfy all requirements of the didactic and clinical years of study.

Tuition and Fees

Tuition and fees for the entire 27-month Physician Assistant Studies Program is as follows.

Tuition and Fees:	2017 Cohort	2018 Cohort
Entire 27-month PA program	\$70,700	\$72,800
Per semester	\$10,100	\$ 10,400

Other Estimated Costs:

Textbooks	\$3,700
Laptop Computer	\$2,500
Lab Coats, equipment, etc.	\$2,250
PDA (Clinical Year)	\$250
Health Record Maintenance and Background Check	\$328
AAPA Conference (semesters 4 & 7)	\$2,500
University Technology Fee	\$665
Program Fee	\$1,715
Total Other Costs Estimate	\$13,908

Non-refundable enrollment deposit of \$500 will be applied to tuition

Note: Living and travel expenses may vary widely, so they are not included in this estimate.

While most clinical rotations are within a one-hour driving distance from University of Mount Union, students may elect to attend a clinical rotation in a more remote area. In these instances, the student will be responsible for costs associated with student housing, if necessary, unless previous arrangements have been made between the University and the clinical rotation site.

Requirements for the Degree in Physician Assistant Studies

The degree offered is a master of science in physician assistant studies. All students accepted into the Physician Assistant Program will be enrolled in an identical course schedule for the didactic year (first four semesters). During the clinical year students are required to complete eight required clinical rotations and two elective clinical rotations.

The grading scale will be that of the physician assistant program, which differs from that of the University of Mount Union grading scale. Students must pass all requirements and maintain good academic standing to continue in the program.

Grading Scale

90-100%	A
80 - 89%	B
70- 79%	C
< 70%	F

Course Sequence

Semester One (Summer 1) – 15 credits (12 weeks)		Semester Hours
PA 501	The Physician Assistant Profession	1
PA 502	Clinical Anatomy	4
PA 503	Human Physiology	4
PA 505	Genetic and Molecular Mechanisms of Health and Disease	3
PA 510	History and Physical Exam Techniques I and lab	3

Semester Two (Fall 1)- 20 credits (15 weeks)		
PA 504	Pathophysiology	4
PA 507	Patient Diagnostics	2
PA 511	History and Physical Exam Techniques II and lab	4
PA 512	Clinical Medicine I	6
PA 515	Pharmacology I	4
Semester Three (Spring 1)- 20 credits (15 weeks)		
PA 506	Electrocardiography	1
PA 513	Clinical Medicine II	6
PA 516	Pharmacology II	4
PA 517	Medical Ethics	2
PA 518	Clinical Skills	2
PA 519	Research Methods and Evidence-Based Medicine	3
PA 520	Behavioral Medicine and Preventive Measures	2
Semester Four (Summer 2)- 17 credits (12 weeks)		
PA 514	Clinical Medicine III	6
PA 521	Healthcare Policy and Delivery	2
PA 522	Leadership and Preparation for Practice	2
PA 523	Emergency Medicine	4
PA 524	Integrative Patient Care Management	3
Semester Five (Fall 2) – 9 credits (16 weeks)		
PA 6xx	Clinical Practicum I	2
PA 6xx	Clinical Practicum II	2
PA 6xx	Clinical Practicum III	2
PA 6xx	Clinical Practicum IV	2
PA 615	Professional Development Seminar I	1
Semester Six (Spring 2) – 9 credits (16 weeks)		
PA 6xx	Clinical Practicum V	2
PA 6xx	Clinical Practicum VI	2
PA 6xx	Clinical Practicum VII	2
PA 6xx	Clinical Practicum VIII	2
PA 625	Professional Development Seminar II	1
PA 660	Introduction to the Master’s Capstone Project	1
Semester Seven (Summer 3) – 9 credits (12 weeks)		
PA 6xx	Clinical Practicum IX	2
PA 6xx	Clinical Practicum X	2
PA 635	Professional Development Seminar III	1
PA 670	Master’s Capstone Project	3
PA 671	Summative Evaluation	1

*The actual sequencing in the clinical year varies student to student.

Required Courses		Semester Hours
PA 610	Family medicine	2
PA 611	Pediatrics	2
PA 620	Internal Medicine	2
PA 621	General Surgery	2
PA 630	Women’s Health	2
PA 631	Psychiatry/Behavioral Medicine	2
PA 640	Primary Care	2
PA 641	Emergency Medicine	2
PA 650	Elective	2
PA 651	Elective	2

Course Descriptions

PA 501 The Physician Assistant Profession (1 credit)

Introduction to the PA Profession, including information about the history of the profession, AAPA Code of Ethics, credentialing and recertification requirements of the PA profession, the PA professional's role in healthcare delivery and reimbursement systems, relationship with the supervising physician and other healthcare professionals; information about legislation and governing bodies that affect the profession. Use of appropriate referral sources when patient management is outside scope of PA practice; introduction to principal of intellectual honesty.

PA 502 Clinical Anatomy (4 credits)

In-depth study of clinical anatomy of the human body. Emphasis on important anatomical landmarks required in physical evaluation of patient, anatomical relationships of structures to each other, anatomical components of body systems, and blood and nerve supply to organs and body regions; includes common pathological processes and topical landmarks related to common surgical procedures. Students analyze, synthesize and apply clinically relevant anatomical information for physical examination, proper diagnosis, appropriate therapy, accurate prognosis in patient care and other clinical procedures. Students will have the opportunity to apply anatomical knowledge through the use of case studies and cadaver laboratory experiences.

PA 503 Human Physiology (4 credits)

A comprehensive study of the physiology of the human. Emphasis will be directed toward advanced instruction in membrane physiology, control of cellular activity, neuromuscular physiology, renal physiology, endocrinology, cardiovascular, respiratory and central nervous system.

PA 504 Human Pathophysiology (4 credits)

Course covers basic pathologic and pathophysiologic concepts of diseases per organ system commonly encountered in primary care practice.

PA 505 Molecular Mechanisms of Health and Disease (3 credits)

Principles of clinical genetics and the use of traditional and molecular methods for the understanding, diagnosis, and treatment of genetic disorders; includes genetic counseling concepts for disease prevention.

PA 506 EKG (1 credit)

Technique of 12-lead EKG recording and interpretation presented; designed to allow students to recognize and interpret electrocardiography (EKG) tracings and their clinical significance

PA 507 Patient Diagnostics (2 credits)

Introduction to diagnostic and therapeutic procedures utilized to evaluate body systems, including laboratory, radiography, and respiratory methods and techniques, their indications and general principles of interpretation. Simulated cases will be included to further develop clinical decision-making skills.

PA 510 History and Physical Exam I (3 credits)

Introduction to obtaining and recording the complete medical history; course will provide an overview of the medical record as well as development of writing and organizational skills for medical record keeping and oral presentation skills. Introduction to lifelong learning skills and cultural diversity influences on all aspects of medical practice. Patient counseling and/or patient education theory and techniques discussed; skills will be developed through structured laboratory exercises.

PA 511 History and Physical Exam II (4 credits)

Instruction, study, and practice of skills required for conduction of a complete physical examination using appropriate equipment, techniques and accurate medical terminology to document findings. Includes instruction to identify and discuss normal and abnormal anatomical structures, body system physiology, pathological conditions, common symptoms of disorders, clinical findings and provide appropriate patient education.

PA 512 Clinical Medicine I (6 credits)

An intensive study of human diseases and disorders in the broad scope of clinical medicine including the perspectives of epidemiology, etiology, historical data, clinical manifestations, progression, therapeutic management, pertinent preventative medicine, laboratory medicine perspectives, and prognosis. In addition, an overview of physiological and pathologic processes that influence the human organism at the cellular, organ and systemic levels. Emphasis will be on disease processes common to primary care practices, and the development of differential diagnoses and plan based upon the patient's clinical presentation.

PA 513 Clinical Medicine II (6 credits)

Part II of an intensive study of human diseases and disorders in the broad scope of clinical medicine including the perspectives of epidemiology, etiology, historical data, clinical manifestations, progression, therapeutic management, pertinent preventative medicine, laboratory medicine perspectives, and prognosis. In addition, an overview of physiological and pathologic processes that influence the human organism at the cellular, organ and systemic levels. Emphasis will be on disease processes common to primary care practices, and the development of differential diagnoses and plan based upon the patient's clinical presentation.

PA 514 Clinical Medicine III (6credits)

Presentation of medical problems and diseases encountered in primary care practice, emphasizing obstetrics, gynecology, and pediatrics. Etiology, signs, symptoms, diagnostic data interpretation, clinical course, methods of management and potential complications provide framework for lecture and discussion. Differential diagnosis of related and similar diseases included.

PA 515 Pharmacology I (4 credits)

Preparation for appropriate administration/prescription of medicines is accomplished through a study of drug classifications, pharmacodynamic actions, and rationale for therapeutic use of prescription and non-prescription medications.

PA 516 Pharmacology II (4 credits)

Continuation of a two-part course. Preparation for appropriate administration/prescription of medicines is accomplished through a study of drug classifications, pharmacodynamic actions, and rationale for therapeutic use of prescription and non-prescription medications.

PA 517 Medical Ethics (2 credits)

The course will focus on moral problems which arise in the day-to-day practice of healthcare professionals, administrators, and researchers within the framework of existing institutions, social policies, and laws. It will include readings on controversial moral issues in clinical ethics and apply forms and strategies of moral reasoning to selected cases.

PA 518 Clinical Skills (2 credits)

Bedside and surgical procedures including aseptic technique, air and blood-borne pathogen transmission prevention, Foley catheter insertion, injections, surgical techniques and casting.

PA 519 PA Research Methods and Evidence-Based Medicine (3 credits)

Course is intended to enable the students to evaluate the findings in current literature in light of current clinical practice. Students will become proficient in database search techniques, the interpretation of published research, and in determining the quality of published research to guide clinical practice decisions.

PA 520 Behavioral Medicine and Preventive Measures (2 credits)

Instruction focused on the detection and application of preventive measures and treatment of health risk behaviors including stress, abuse and violence, substance abuse and psychological symptoms and syndromes through basic counseling, patient education and/or appropriate referrals that are sensitive to culture and ethnicity. Introduction to strategies to identify and ease patient reaction to illness and end of life issues and application of those strategies to overcome resistance, encourage therapeutic cooperation, and assist in changing patient risky behaviors. Cultural diversity and its relationship to health, disease, and death will be addressed. Other topics include sexuality and health.

PA 521 Healthcare Policy and Delivery (2 credits)

Explores trends in healthcare delivery, related public policy, and funding issues, as well as theoretical and ethical considerations in delivering care. Topics include healthcare disparities, the medically underserved, and managed care.

PA 522 Leadership and Preparation for Practice (2 credits)

Course reviews leadership roles in healthcare, and provides review techniques and sessions for the NCCPA exam.

PA 523 Emergency Medicine (4 credits)

Provides an overview of potentially life-threatening illnesses and injuries encountered in emergency situations or in the critically ill patient. Discusses the essentials of assessment and management for the initial evaluation, stabilization, assessment, management and treatment, patient education, disposition and follow-up of an acutely ill patient requiring expeditious medical, surgical, or psychiatric attention.

PA 524 Integrative Patient Care Management (3 credits)

Using problem-based scenarios, students work through patient cases to develop appropriate differential diagnoses.

Clinical Practicum I-X (2 credits each):

PA 610 Family Medicine

Four-week rotation in clinical health care settings designed to emphasize the role of the Physician Assistant to the primary care physician.

PA 611 Pediatrics

This four-week pediatric rotation is designed to provide the Physician Assistant student with an intense exposure of primary care pediatric problems with the objectives of developing skills in well-child preventative care, the care of common pediatric illnesses and the care of the newborn and children.

PA 615 Professional Development Seminar I (1 credit)

Integrates concepts and knowledge gained from field experience rotations into the total learning process. Focus on patient and professional communication, various professional practice issues and topics, and lifelong learning. Other discussions on current issues included.

PA 620 Internal Medicine

Four week rotation designed to provide the Physician Assistant student with the opportunity to develop proficiency in the addressing common medical issues via patient encounters in a clinical setting.

PA 621 General Surgery

This four-week rotation is designed to provide the Physician Assistant student with opportunities to become proficient in pre-operative, intraoperative, and post-operative patient care. Student expected to become able to first-assist a surgeon in a surgical setting.

PA 625 Professional Development Seminar II (1 credit)

Integrates concepts and knowledge gained from field experience rotations into the total learning process. Focus on patient and professional communication, various professional practice issues and topics, and lifelong learning. Discussions on current clinical issues and student presentations on patient casework included.

PA 630 Women's Health

This four-week obstetrics/gynecology rotation is designed to provide the Physician Assistant student with an opportunity to develop proficiency in the unique medical history, physical examination and treatment of the prenatal/gynecology patient. The student will also become familiar with tests and procedures unique to this patient population.

PA 631 Psychiatry/Behavioral Medicine

This four-week psychiatric rotation is designed to provide the Physician Assistant student with a behavioral medicine experience in caring for ambulatory and hospitalized patients with psychiatric disorders. The student will be able to perform basic psychiatric evaluations, monitor medications, and support the clinical management plan for patients after psychiatric evaluation and treatment. The student will also be able to refer to psychiatrists and psychiatric facilities as needed.

PA 635 Professional Development Seminar III (1 credit)

Integrates concepts and knowledge gained from field experience rotations into the total learning process. Focus on patient and professional communication, various professional practice issues and topics, and lifelong learning. Discussions on current clinical issues and student presentations on patient casework included.

PA 640 Primary Care

This four-week rotation is designed to enhance the Physician Assistant student's experience in a Primary Care setting. The rotation scope is broad and encompasses such specialties as inpatient Hospital Medicine, Physical Medicine and Rehabilitation, Palliative Medicine, Pediatric Inpatient Medicine, and Urgent Care.

PA 641 Emergency Medicine

This four-week emergency medicine rotation is designed to provide the Physician Assistant student with exposure to and development of skills in managing patients in the emergency room setting. Learned skills will include those necessary for appropriate triage, stabilization, diagnosis and management of patients with traumatic injuries and illnesses as well as the management of less life-threatening problems that present to the emergency room. Physician Assistant student will develop skills in working with the pre-hospital emergency medical team and secondary referral systems.

PA 650/ PA 651 Clinical Practicum Electives I and II (2 credits each)

Four-week clinical rotation designed to provide the Physician Assistant student with an elective opportunity in any of the following disciplines: dermatology, gastroenterology, plastic surgery, cardiology, radiology, ENT, subspecialties in surgery, urology, gerontology, pulmonology, ophthalmology, and oncology or another area of interest to the student or to extend any of the required rotations. The student will be able to recognize conditions treatable by these specialties, so they can refer patients appropriately and/or work in a supportive role for such specialists.

PA 660 Introduction to the Master's Capstone Project (1 credit)

Designed to allow PA students to conceptualize Master's project to be completed in Summer Semester III.

PA 670 Capstone Master's Project (3 credits)

Designed to allow PA students to complete a Master's degree project while under the guidance of a faculty advisor. Students will identify a healthcare topic/issue, conduct appropriate library research, develop a research paper, and make an oral presentation on their topic at the conclusion of their Master of Science in Physician Assistant Studies curriculum. Students will be responsible for developing appropriate audiovisual, handouts, etc. for the oral presentation.

PA 671 Summative Evaluation (1 credit)

Assessment of cumulative knowledge gained from both didactic and clinical aspects of the Physician Assistant Studies Program and verify student preparation to enter clinical practice.

Doctor of Physical Therapy

Admission Requirements/Criteria

- Baccalaureate degree from an accredited four-year college or university
- Overall GPA of 3.2
- Prerequisite GPA of 3.2
- 80 hours of observation in Physical Therapy must be completed by the time of application
- GRE a competitive candidate will report a score of 153 verbal reasoning, 156 quantitative reasoning, and 4 analytical writing (800-1000 on the old scale)
- Three letters of recommendation (Physical Therapist, College Instructor, Employer/Choice)
- 8 hours of Anatomy and Physiology*
- 4 hours of General or Specialized Biology* (e.g. Microbiology, Genetics, Vertebrate Zoology, Vertebrate Physiology, Developmental Biology, Pathophysiology, or Immunology)
- 4 hours of General Chemistry*
- 4 hours of advanced or specialized Chemistry* (e.g. Organic Chemistry, Inorganic Chemistry or Biochemistry)
- 8 hours of General Physics*
- 4 hours of Statistics*
- 8 hours of Psychology** (e.g. General, Child, Developmental, Abnormal, or Lifespan Psychology)
- 8 hours of Social Science and/or Humanities** (e.g. Ethics, History, Sociology, Philosophy, Anthropology, Literature)

* Used to calculate prerequisite GPA

** Must be completed with a 'C' or better

Tuition and Fees

Enrolled students enter the Physical Therapy Program as a cohort. The tuition is set for each cohort prior to enrollment; the tuition rate is guaranteed for the three years of study. Students are responsible for any fees related to travel, lodging, meals associated with clinical education, textbooks, professional membership, and supplies and equipment associated with the professional education/training while enrolled in the Doctor of Physical Therapy program.

2017 Entering Cohort

Tuition:

Entire 36-month doctoral program	\$90,920
Per semester	\$11,365

Other Expenses:

Enrollment Deposit (netted against tuition)	\$1,000
Technology Fee (8 semesters)	\$760

2018 Entering Cohort

Tuition:

Entire 36-month doctoral program	\$93,600
Per semester	\$11,700

Other Expenses:

Enrollment Deposit (netted against tuition)	\$1,000
Technology Fee (8 semesters)	\$800

Note: *Living and travel expenses will vary widely and are therefore not estimated here.*

Requirements for the Degree of Doctor of Physical Therapy

Program and graduation requirements are outlined in the Student Handbook and acknowledged by student signature.

Students must fulfill all of the following for graduation: successful completion of all required courses, pass an annual comprehensive exam and an annual comprehensive practical exam, perform at entry level on all criteria outlined in the Clinical Performance Instrument (CPI) prior to graduation from the program, as well as submit and present at a university, state, or national research forum. Additional annual requirements include meeting the program's technical standards, maintaining a professional behaviors portfolio, and completion of criminal background check, HIPPA Training, OSHA: Infection Control/HIV/Bloodborne Pathogens training, annual physical exam with up-to-date immunization records or waivers, proof of current CPR certification, and proof of personal health insurance.

Grading Scale

The grading scale for the Physical Therapy Program, which differs from that of the University of Mount Union grading scale, is listed below. Students must pass all requirements and maintain good academic standing to continue in the program.

93-100%	A	(4.00)
90-92%	A-	(3.67)
87-89%	B+	(3.33)
83-86%	B	(3.00)
80-82%	B-	(2.67)
70-79%	C	(2.00)
≤ 69%	F	(0.00)

Course Sequence

Semester One - 18 credits (16 weeks)		Semester Hours
PT 521	Neuroanatomy	4
PT 524	Medical Foundations I: Pathophysiology	3
PT 544	Interprofessional Practice I	1
PT 550	Methods & Techniques I	3
PT 570	Cardiopulmonary Systems I	4
PT 623	Pharmacology	3
Semester Two- 16 credits (16 weeks)		
PT 520	Human Anatomy	4
PT 522	Human Movement	4
PT 530	Evidence-Based Practice I	2
PT 540	Professional Development I	2
PT 545	Interprofessional Practice II	1
PT 551	Methods & Techniques II	3
Semester Three- 18 credits (12 weeks)		
PT 525	Medical Foundations II: Cond/Synd	3
PT 531	Evidence-Based Practice II	2
PT 663	Clinical Interventions & Treatment I	5
PT 653	Therapeutic Interventions I	4
PT 624	Human Anatomy II	4
Semester Four- 13 credits (16 weeks)		
PT 571	Cardiopulmonary Systems II	4
PT 632	Doctoral Seminar I	1
PT 726	Medical Foundations III: Medical Diagnostics	3
PT 746	Interprofessional Practice III	1
PT 781	Clinical Education I (first 8 weeks)	4
Semester Five- 21 credits (16 weeks)		
PT 641	Professional Development II	2
PT 652	Methods & Techniques III	3
PT 654	Therapeutic Interventions II	4
PT 674	Musculoskeletal System II	4
PT 675	Neuromuscular Systems I	4
PT 755	Therapeutic Interventions III	4
Semester Six- 20 credits (12 weeks)		
PT 664	Clinical Interventions & Treatments II	5
PT 742	Professional Development III	1
PT 672	Integumentary system	3
PT 776	Neuromuscular Systems II	4
PT 673	Musculoskeletal System I	4
PT 710	Innovative Clinical Concepts	3
Semester Seven- 12 credits (16 weeks)		
PT 633	Doctoral Seminar II	1
PT 765	Clinical Interventions & Treatments III	5
PT 782	Clinical Education II (first 12 weeks)	6
Semester Eight- 8 credits (16 weeks)		
PT 734	Doctoral Seminar III	1
PT 743	Professional Development IV	1
PT 783	Clinical Education III (last 12 weeks)	6

Course Descriptions

FIRST YEAR - FIRST SEMESTER

PT 521 NEUROANATOMY

4 semester hours

Prerequisite: Admission into the Physical Therapy Program.

An in-depth study of the nervous system anatomy and physiology including discussions of development, pathology, clinical syndromes, and plasticity. Emphasis is placed on application of neuroscience information to physical therapy practice. Materials will be presented in lecture/lab format with the use of cadaver, anatomical models, and human skeletal materials.

PT 524 MEDICAL FOUNDATIONS I-PATHOPHYSIOLOGY	3 semester hours
Prerequisite: Admission into the Physical Therapy Program.	
A study of the etiology, pathology, epidemiology, course, duration, prognosis, and clinical picture of common diseases and syndromes affecting the body systems, with emphasis on cardiovascular, pulmonary, integumentary, and muscular systems. This is the first in a series of three courses.	
PT 544 INTERPROFESSIONAL PRACTICE I	1 semester hour
Prerequisite: Admission into the Physical Therapy Program.	
Exploration and discussions focused to direct students to a greater appreciation of the topics presented in the pathophysiology course and the specific clinical value to physical therapy. This is the first in a series of three courses. Content is presented in seminar.	
PT 550 METHODS AND TECHNIQUES I	3 semester hours
Prerequisite: Admission into the Physical Therapy Program.	
Introduces the student to examination procedures including but not limited to patient histories, decision making, and examination procedures, the systems review as they apply to the cardiopulmonary, integumentary neuromuscular and musculoskeletal systems. Range of motion, strength testing, basic clinical skills, and the use of universal precautions are presented. This is the first in a series of three courses. Content is presented in lecture/lab format.	
PT 570 CARDIOPULMONARY SYSTEMS I	4 semester hours
Prerequisite: Admission into the Physical Therapy Program.	
This course focuses on applied human physiology, nutrition, and physiology of exercise. Relationship of body systems with emphasis on metabolic, integumentary, neuromuscular, musculoskeletal and cardiopulmonary to exercise throughout the life span. This is the first in a series of two courses. Content is presented in lecture/lab format.	
PT 623 PHARMACOLOGY	3 semester hours
Prerequisites: Admission into the Physical Therapy Program.	
Discussions include categories of drugs, generic and trade names of common drugs, the use, effects and precautions for common drugs and drug-drug interactions and pharmacokinetic principles. It will also focus on how various drugs affect the patient response to activity, exercise and other therapeutic interventions.	
<i>FIRST YEAR - SECOND SEMESTER</i>	
PT 520 HUMAN ANATOMY	4 semester hours
Prerequisite: Successful completion of the previous semester.	
This course consists of an in depth study of the musculoskeletal and peripheral nervous systems of the human body as it relates to structure and function. The major body systems are discussed. Surface anatomy is incorporated throughout the course. Materials will be presented in lecture/lab format with the use of cadaver, anatomical models, and human skeletal materials.	
PT 522 HUMAN MOVEMENT	4 semester hours
Prerequisite: Successful completion of the previous semester.	
An in-depth study of human movement utilizing functional anatomy and biomechanical principles. Examines the normal sensory and motor development throughout the lifespan with recognition of abnormal development related to the musculoskeletal and peripheral nervous system relate to movement, gait, functional activities and posture. Content is presented in lecture/lab format.	
PT 530 EVIDENCE-BASED PRACTICE I	2 semester hours
Prerequisite: Successful completion of the previous semester.	
Defining what is meant by evidence-based practice in healthcare specifically within the practice of physical therapy. The course also focuses on measurement theory and applied statistics. This is the first in a series of two courses.	
PT 540 PROFESSIONAL DEVELOPMENT I	2 semester hours
Prerequisite: Successful completion of the previous semester.	
An exploration of teaching, learning theories, and learning styles are discussed. Consideration of the psychological, emotional, social and cognitive factors on the development of the individual with impairments and dysfunctions are presented. This is the first in a series of four courses.	
PT 545 INTERPROFESSIONAL PRACTICE II	1 semester hour
Prerequisite: Successful completion of the previous semester.	
Discussions of the roles each member of the healthcare team has, appropriate and inappropriate interactions. Exploration of professional core values related to the practice of physical therapy. This is the second in a series of three courses.	
PT 551 METHODS AND TECHNIQUES II	3 semester hours
Prerequisite: Successful completion of the previous semester.	
Essentials of the neuromuscular exam, exam of gait, functional capacity examination, home environmental assessment, and functional outcomes assessments are discussed. Wheelchair use, patient transfers, and basic gait training with assistive devices are also presented. This is the second in a series of three courses. Content is presented in lecture/lab format.	

FIRST YEAR - THIRD SEMESTER

PT 525 MEDICAL FOUNDATIONS II-CONDITIONS/SYNDROMES

3 semester hours

Prerequisite: Successful completion of the previous semester.

A study of the etiology, pathology, epidemiology, progression, duration, prognosis, and clinical presentation of common conditions and syndromes affecting the skeletal and neuromuscular systems. Medical and surgical interventions, impairments and functional limitations for those disorders commonly seen in physical therapy are also presented. This is the second in a series of three courses.

PT 531 EVIDENCE-BASED PRACTICE II

2 semester hours

Prerequisite: Successful completion of the previous semester.

Discussion of the research process focus on information searching, analysis of research literature, formation of a hypotheses, and research design. This is the second in a series of two courses.

PT 653 THERAPEUTIC INTERVENTIONS I

4 semester hours

Prerequisite: Successful completion of the previous semester.

The principles of therapeutic exercise for musculoskeletal pathologies and movement dysfunctions throughout the life span are presented. This is the first in a series of three courses. Content is presented in lecture/lab format.

PT 663 CLINICAL INTERVENTIONS AND TREATMENTS I

5 semester hours

Prerequisite: Successful completion of the previous semester.

Patient/Client case studies are presented at a basic level of mastery; exploration, treatment development, on-going discussions are focused to prepare students for the various practice settings for the delivery of services. Comprehensive written examination must be passed before matriculation into the next year. This is the first in a series of three courses.

SECOND YEAR - FOURTH SEMESTER

PT 571 CARDIOPULMONARY SYSTEMS II

4 semester hours

Prerequisites Successful completion of the previous semester.

This course covers the screening, examination, evaluation, diagnosis, prognosis and physical therapy intervention for conditions affecting the cardiovascular and pulmonary systems which may result in impairments and functional limitations. This is the second in a series of two courses. Content is presented in lecture/lab format.

PT 624 HUMAN ANATOMY II

4 semester hours

Prerequisite: Successful completion of previous semester.

This course consists of a detailed study of the orientation, structure, and function of the musculoskeletal, circulatory, Peripheral nervous system, and the viscera. Cross-sectional anatomy is incorporated throughout the course. Materials are presented in lecture/lab format using anatomical models, imaging, and technology

PT 632 DOCTORAL SEMINAR I

1 semester hour

Prerequisite: Successful completion of the previous semester.

Focus is on literature review, research design, methodology, and data collection. This is a directed study under the supervision of a graduate faculty advisor. This is the first in a series of three courses.

PT 726 MEDICAL FOUNDATIONS III-MEDICAL DIAGNOSTICS

3 semester hours

Prerequisite: Successful completion of the previous semester.

Operational principles and clinical applications of contemporary medical imaging techniques. Methods of evaluation, medical diagnostics as it relates to clinical PT practice, specifically related to differential diagnosis of all major body systems. Additionally, this course will discuss common laboratory tests and the applications of these test results to physical therapy practice. This is the third in a series of three courses.

PT 746 INTERPROFESSIONAL PRACTICE III

1 semester hour

Prerequisite: Successful completion of the previous semester.

Exploration and discussions focused to direct students to a greater appreciation of the topics presented in the medical diagnostics course and the specific clinical value to physical therapy. This is the third in a series of three courses. Content is presented in seminar.

PT 781 CLINICAL EDUCATION I

4 semester hours

Prerequisite: Successful completion of PT-663.

This is a full-time four week clinical education experience supervised by a licensed physical therapist in a clinical setting which focuses on the basic integumentary, cardiopulmonary, and musculoskeletal diagnoses and practice patterns. This is the first in a series of three courses.

SECOND YEAR - FIFTH SEMESTER

PT 641 PROFESSIONAL DEVELOPMENT II

2 semester hours

Prerequisite: Successful completion of the previous semester.

Issues related to practice for the healthcare professional including safe, legal and ethical practice, professional standards, professional organizations, and roles and responsibilities of the health professional are presented. This is the second in a series of four courses.

PT 652 METHODS AND TECHNIQUES III

3 semester hours

Prerequisite: Successful completion of the previous semester.

This course considers the management of the individual with upper and or lower extremity amputations. Orthotic and prosthetic management of both the orthopedic and neurologic patient's needs across the lifespan will be addressed. Examination of rehabilitation technologies: seating and wheelchair systems, augmented communication systems, assistive devices, and computer technology. This is the third in a series of three courses. Content is presented in lecture/lab format.

PT 654 THERAPEUTIC INTERVENTIONS II

4 semester hours

Prerequisite: Successful completion of the previous semester.

A study of physical agents, electrotherapeutic modalities and mechanical modalities. Focus is on theoretical concepts, rationale for use, effects, indications and contraindications for each agent or modality. This is the second in a series of three courses. Content is presented in lecture/lab format.

PT 674 MUSCULOSKELETAL SYSTEM II

4 semester hours

Prerequisites: Successful completion of the previous semester.

This course focuses on the screening, examination, evaluation, diagnosis, prognosis and physical therapy interventions for conditions which may cause impairments and functional limitations in the lower extremities and spine. This is the second in a series of two courses. Content is presented in lecture/lab format.

PT 675 NEUROMUSCULAR SYSTEM I

4 semester hours

Prerequisite: Successful completion of the previous semester.

This course focuses on examination, evaluation, diagnosis, prognosis, and intervention for adults and adolescents with balance disorders, coma, and non-progressive disorders of the central nervous system. This is the first in a series of two courses. Content is presented in lecture/lab format.

PT 755 THERAPEUTIC INTERVENTIONS III

4 semester hours

Prerequisite: Successful completion of the previous semester.

An in-depth examination of motor control including the role of neural and musculoskeletal systems, sensation, perception, cognition, task and environment in the production of human movement. Also addressed are theories of motor control, neuroplasticity, and principles of motor learning. This is the third a series of three courses. Content is presented in lecture/lab format.

SECOND YEAR - SIXTH SEMESTER**PT 664 CLINICAL INTERVENTIONS AND TREATMENTS II**

5 semester hours

Prerequisite: Successful completion of the previous semester.

Patient/Client case studies are presented at an intermediate level of mastery; exploration, treatment development, on-going discussions are focused to prepare students for the various practice settings for the delivery of services. Comprehensive practical examination must be passed before matriculation into the next year. This is the second in a series of three courses.

PT 672 INTEGUMENTARY SYSTEM

3 semester hours

Prerequisites: Successful completion of the previous semester.

An in depth study of the structure, function, conditions, and pathologies that lead to disabilities of the integumentary system. Emphasis on the evaluation and treatment of the impairments, limitations and disabilities of the integumentary system are presented. Content is presented in lecture/lab format.

PT 673 MUSCULOSKELETAL SYSTEM I

4 semester hours

Prerequisites: Successful completion of the previous semester.

This course focuses on the management of the patient/client related to the musculoskeletal system. Screening, examination, evaluation, diagnosis, prognosis and physical therapy interventions for conditions, impairments, and functional limitations in the upper extremities and spine are presented. This is the first in a series of two courses. Content is presented in lecture/lab format.

PT 742 PROFESSIONAL DEVELOPMENT III

1 semester hours

Prerequisite: Successful completion of the previous semester.

Topics covered include wellness, health, prevention and maintenance of fitness, community health needs, community resources and community service. This is the third in a series of four courses.

PT 776 NEUROMUSCULAR SYSTEM II

4 semester hours

Prerequisite: Successful completion of the previous semester.

Client screening, examination, evaluation, diagnosis, prognosis, and intervention are considered within the context of a variety of neurological and associated orthopedic diagnoses seen throughout the lifespan. This is the second in a series of two courses. Content is presented in lecture/lab format.

PT 710 INNOVATIVE CLINICAL CONCEPTS

3 semester hours

Prerequisite: Success completion of previous semester.

An exploration of innovative approaches to clinical treatments, emerging theories or technologies, and or focus on the dynamic clinical environment for practice. Content is presented in lecture/seminar format.

THIRD YEAR - SEVENTH SEMESTER

PT 633 DOCTORAL SEMINAR II

1 semester hour

Prerequisite: Successful completion of the previous semester.

Focus is on data collection, analysis, results, and discussions. This is a directed study under the supervision of a graduate faculty advisor. This is the second in a series of three courses.

PT 765 CLINICAL INTERVENTIONS AND TREATMENTS III

5 semester hours

Prerequisite: Successful completion of the previous semester.

Patient/Client case studies are presented at an entry-level of mastery; exploration, treatment development, on-going discussions are focused to prepare students for the various practice settings for the delivery of services. Comprehensive written/oral/practical examination must be passed before graduation. This is the third in a series of three courses.

PT 782 CLINICAL EDUCATION II

6 semester hours

Prerequisite: Successful completion of PT-664.

This is a full-time twelve week clinical education experience supervised by a licensed physical therapist in a setting appropriate to allow synthesis of the neuromuscular, musculoskeletal, cardiopulmonary, and integumentary practice patterns. Experience with patient/client education and practice management may also be explored. This is the second in a series of three courses.

THIRD YEAR - EIGHTH SEMESTER

PT 734 DOCTORAL SEMINAR III

1 semester hour

Prerequisite: Successful completion of the previous semester.

Focus is on outcomes and completion of the supervised study for formal presentation locally and or nationally in written or oral format. This is a directed study under the supervision of a graduate faculty advisor. This is the third in a series of three courses.

PT 743 PROFESSIONAL DEVELOPMENT IV

1 semester hours

Prerequisite: Successful completion of the previous semester.

Personal and professional assessment and development. Prepare for a life of professional practice, personal and social responsibility. This is the fourth in a series of four courses.

PT 783 CLINICAL EDUCATION III

6 semester hours

Prerequisite: Successful completion of PT-765.

This is a full-time twelve week clinical education experience supervised by a licensed physical therapist in a setting selected by the student to allow synthesis of the neuromuscular, musculoskeletal, cardiopulmonary, and integumentary practice patterns. Experience with research, patient/client education, practice management, and specialization may also be explored. This is the third in a series of three courses.

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Kelleen Weber, B.A., M.A.Ed., LPCC-S, LCDCH, M.A.C.; Director of Alcohol, Drug and Wellness Education
Krista Phillips, B.A.; Graduate Assistant for Alcohol, Drug and Wellness Education

Campus Card and Facilities Scheduling

Debra Edwards, B.S.; Manager of Campus Card and Facilities Scheduling

Campus Safety and Security

Nicki Andrews; Security Officer
Eric Ulrich; Security Officer
Jeremy Bowen; Security Officer
Donald Cook; Security Officer
Corey Davis; Security Officer
Karen English, B.A.; Secretary, Security
William Ketjen, III, B.S., M.S.; Director of Campus Safety and Security
Michael Perkins; Security Officer
Corey Prendergast; Security Officer
David Schmid; Sergeant
Jeremy Secrest; Security Officer

Chaplain

Jonathan Turner, IVOP Director
Kyle Woodrow, B.S., B.A., M.Div.; University Chaplain

Counseling Services

Richard Fajardo, M.B.A., C.T.; Counselor Trainee
Shannon McDonald, B.A., M.Ed., M.A.; University Counselor
Francine Packard, Ph.D., LPCC-S, LICDC-CS; Director of Counseling Services, University Counselor

Diversity and Inclusion

Dawn Adams, B.A., M.B.A.; Director of International Student Services
Ronald Holden, II, B.A., M.A.; Assistant Dean of Students and Director of Diversity and Inclusion

Student Health Center

Beth Wayt, L.P.N.; Health Center

Recreation and Wellness

Elijah Berry, B.A., Wayne Manzilla Intern for Recreation and Wellness
Matthew Parnell, B.A., M.S.; Director of Recreation and Wellness
Patty Fisher, Part-Time MAAC Receptionist

Residence Life

Sara Graper, B.S., M.Ed.; Resident Director
Luke Haus, B.B.A.; Resident Director
AnnMarie Kirchner, B.A.; Resident Director
Lizzie Patterson, B.S.; Resident Director and Graduate Assistant for Residence Life
Krista Phillips, B.A.; Resident Director
Anna Ressel, B.S.; Residence Life Coordinator
Sara Sherer, B.A., M.Ed.; Director of Residence Life

Spirit Squad

Jill Grove, B.S.; Spirit Squad Advisor
Brandy Vandegrift, B.S.; Dance Team Advisor/Coach

Student Conduct

Patience Bartunek, B.A., M.Ed.; Director of Student Conduct
Sara Graper, B.S.; Graduate Assistant for Student Conduct

Student Involvement and Leadership

Katherine Carnell, B.A., M.A.Ed., Ph.D.; Director of Student Involvement and Leadership
Jacob Stanley, B.A., M.A.Ed.; Assistant Director of Student Involvement and Leadership
Ann Marie Kirchner, B.A.; Graduate Assistant for Student Involvement and Leadership

The Graduate Faculty

The listing that follows includes full-time members of the faculty and certain administrators. The year of initial appointment is indicated in parentheses.

Master of Arts in Educational Leadership

Melissa Askren-Edgehouse

(2009) Associate Professor and Chair of the Department of Education; B.A., Mount Union College '99; M.E., Ashland University '03; Ed.D., Bowling Green State University '08.

Mandy Capel

(2007) Associate Professor of Education, Director of Master of Arts in Educational Leadership Program, Internship Coordinator, B.A., Mount Union College, '98; M.A., Marygrove College '01; Ph.D., Kent State University, '08.

Master of Science in Physician Assistant Studies

Ryan Adler

(2016) Assistant Professor of Physician Assistant Studies; B.S., University of Toledo '09; M.S., University of Mount Union '11.

Kelly Dallas

(2013) Assistant Professor of Physician Assistant Studies; B.S., University of Findlay '01; M.P.A.S, University of Nebraska '07.

Dana Domer

(2015) Assistant Professor and Clinical Coordinator of Physician Assistant Studies; A.A.S., Cuyahoga Community College '97; M.P.A.S., Arizona School of Health Sciences '10.

Betsy Ekey

(2009) Associate Professor, Chair of the Department of Physician Assistant Studies, and Director of the Physician Assistant Studies Program; B.M.S., Alderson-Broadus College '99; M.P.A.S., Alderson-Broadus College '07.

Wendy Kissinger

(2011) Medical Director; B.S., The Ohio State University '96; D.O., Ohio University College of Osteopathic Medicine '00.

Jessica Klaus

(2015) Assistant Professor and Clinical Coordinator of Physician Assistant Studies; B.S., Youngstown State University '10; M.P.A.S., University of Mount Union '13.

Roger W. Kunes

(2015) Assistant Professor of Physician Assistant Studies; B.S., Marietta College '95; M.M.Sc., Emory University, '98.

Vanessa Worley

(2012) Associate Professor and Academic Coordinator of Physician Assistant Studies; B.S., Allegheny College '01; M.P.A.S., Chatham University '04.

Doctor of Physical Therapy

Mark J. Carroll

(2017) Associate Professor of Physical Therapy, B.S. The Ohio State University '87, M.A. Mount Vernon Nazarene University '03, Ed.D. Bowling Green State University '07.

Robert Frampton

(2014) Associate Professor, Chair of the Department of Physical Therapy, and Director of the Physical Therapy Program; B.S., Duquesne University of the Holy Ghost '92; M.P.T., Duquesne University of the Holy Ghost '93; D.H.C.E., Duquesne University of the Holy Ghost '02.

Sheryl L. Holt

(2015) Assistant Professor of Physical Therapy, B.S. Georgia State University; '78; Advanced M.S., Ohio State University, '99; PhD, University of Kentucky, 2016.

Elizabeth Narducci

(2017) Assistant Professor of Physical Therapy; B.A. Kenyon College '07; D.P.T. Walsh University '11; PhD. Kent State '17.

Megan Salvatore

(2014) Director of Clinical Education and Assistant Professor of Physical Therapy; B.S., Wheeling Jesuit University '98; M.S.P.T., Wheeling Jesuit University '01; D.P.T., Wheeling Jesuit University '06

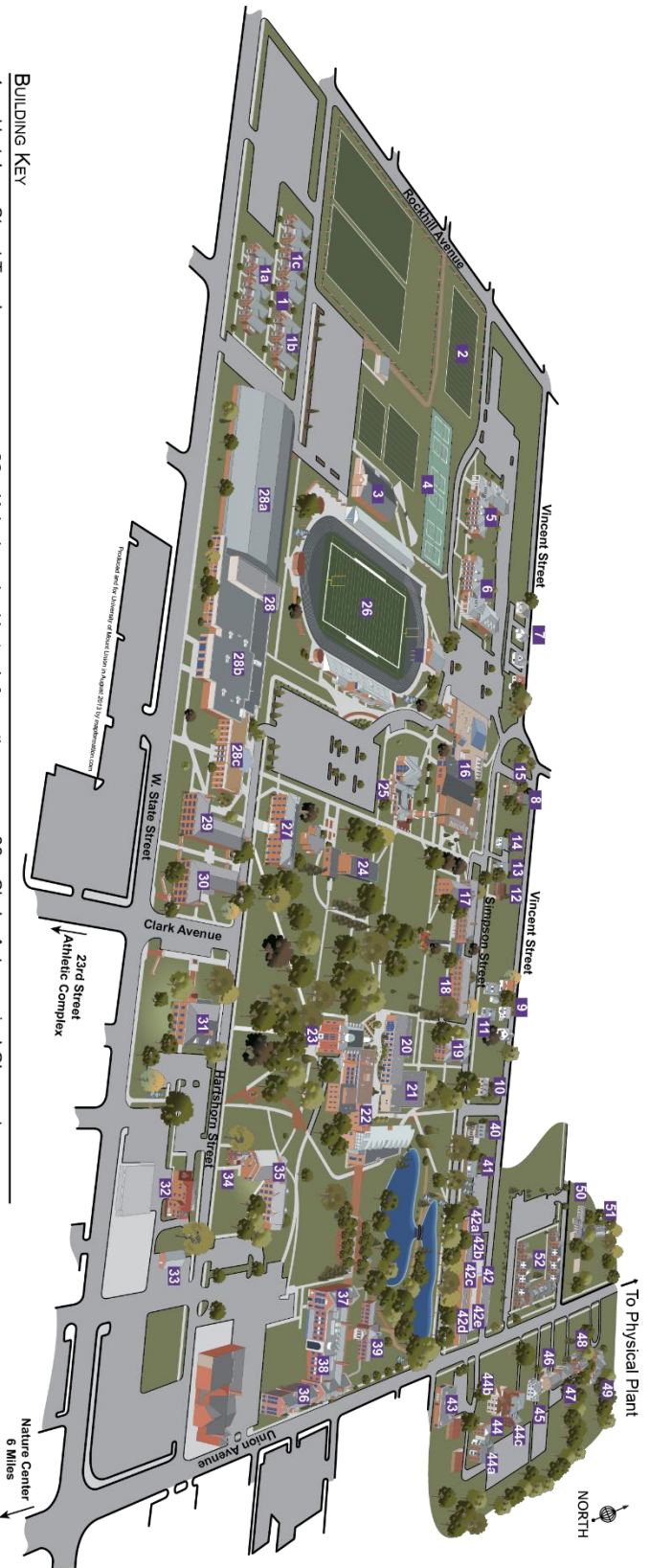
Jennifer Sensor

(2017) Assistant Professor in the Department of Physical Therapy; B.S., Pennsylvania State University '08; Ph.D. Kent State University '17.

Matthew Volansky

(2014) Assistant Professor of Physical Therapy; B.S. University of Toledo '91; M.B.A. Baldwin-Wallace '99; D.P.T. Northeastern '15.

Campus Map



- BUILDING KEY**
- | | | |
|---------------------------------------|--|--|
| 1. Hartshorn Street Townhouses | 22. Kolenbrander-Harter Information Center (Library) | 38. Clarke Astronomical Observatory |
| 1a. Orwick Court | 23. Chapman Hall | 39. Gartner Welcome Center |
| 1b. Adams Court | 24. King Residence Hall | 40. Alpha Xi Delta Sorority House |
| 1c. Grove Court | 25. Dewald Chapel | 41. Alpha Delta Pi Sorority House |
| 2. Montgomery Field | 26. Mount Union Stadium | 42. Giese Center for the Performing Arts |
| 3. Gulling Training Center | 27. Miller Residence Hall | 42a. Brush Performance Hall |
| 4. Whitehill Tennis Courts | 28. McPherson Academic and Athletic Complex (The MAAC) | 42b. Galler Theatre |
| 5. Shields Residence Hall | 28a. Peterson Field House | 42c. Otto Art Gallery |
| 6. Bica-Ross Residence Hall | 28b. Timken Physical Education Building | 42d. Cope Music Hall |
| 7. 532 - 564 Vincent St. | 28c. McPherson Center for Health and Well-Being | 42e. Presser Recital Hall |
| 8. Weber House | 29. McCreedy Residence Hall | 43. William H. Eells Art Center |
| 9. 330 - 254 Vincent St. | 30. Cunningham Residence Hall | 44. Brown Village |
| 10. 205 Simpson St. | 31. Beeghly Hall | 44a. Jae Manor |
| 11. Black Cultural Center | 32. van den Eynden Hall | 44b. Keller Manor |
| 12. Alpha Chi Omega Sorority House | 33. Structural and Geotechnical Engineering and Projects Lab (SAGEP Lab) | 44c. Clutter Manor |
| 13. 355 Simpson St. | 34. Keener House | 45. Perry F. King Guest House |
| 14. Campus Security | 35. Hoiles-Peterson Residence Hall | 46. Sigma Nu Fraternity House |
| 15. 431 Simpson St. | 36. Gallaher Hall | 47. Alpha Tau Omega Fraternity House |
| 16. Hoover-Price Campus Center | 37. Bracy Hall of Science | 48. Delta Sigma Tau Sorority House |
| 17. McMaster Residence Hall | | 49. Fred J. Haupt President's House |
| 18. Keicham Residence Hall | | 50. Sigma Alpha Epsilon Fraternity House |
| 19. Elliott Residence Hall | | 51. Phi Kappa Tau Fraternity House |
| 20. Engineering and Business Building | | 52. Union Avenue Townhouses |
| 21. Tolerton and Hood Hall | | |



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