



THE UNIVERSITY OF FINDLAY

GRADUATE CATALOG

EFFECTIVE FALL 2010

Graduate Studies Mission Statement

“Our mission is to provide lifelong learners with innovative and flexible educational experiences designed to foster intellectual curiosity and reflective leadership skills.”

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The University of Findlay: General Information

History

The University of Findlay was founded as Findlay College in 1882 by the Churches of God, General Conference (formerly Churches of God in North America), and the citizens of the city of Findlay. Though an independent institution, The University of Findlay is affiliated with the Churches of God, and it acknowledges, preserves and honors its Judeo-Christian heritage. The institution changed its name, becoming The University of Findlay, on July 1, 1989.

Mission Statement

The mission of The University of Findlay is to equip our students for meaningful lives and productive careers.

Accreditation

The University of Findlay is approved by the Ohio Board of Regents (OBR) and the Higher Learning Commission (HLC) to offer the Master of Arts in Teaching English to Speakers of Other Languages (TESOL) and Bilingual Education (established in 1989), the Master of Arts in Education (established in 1992), the Master of Business Administration (established in 1993), the Master of Physical Therapy (established in 1999, converted to the Doctor of Physical Therapy in 2008), the Master of Occupational Therapy (established in 1999), the Master of Science in Environmental, Safety and Health Management (established in 1994), the Master of Arts in Liberal Studies (established in 2002, discontinued admitting students Sept. 1, 2009), the Master of Athletic Training (established in 2003) and the Master of Physician Assistant (established in 2009) degrees. Any questions regarding The University of Findlay's accreditation status with HLC should be sent via e-mail to info@hlcommission.org.

The University of Findlay has received candidate status from the Accreditation Council for Pharmacy Education (ACPE) for its Doctor of Pharmacy program. The Doctor of Pharmacy program will be reviewed for full accreditation when the first class graduates in 2010.

The Higher Learning Commission
30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504
Phone: 312-263-0456
Phone: 800-621-7440
FAX: 312-263-7462
www.ncahigherlearningcommission.org

Nondiscrimination Policy

The University does not engage in discrimination in its programs, activities and policies against students, prospective students, employees or prospective employees in violation of state and federal laws.

The University of Findlay does not discriminate on the basis of disability in admission to, access to or operations of its programs, services or activities. The University of Findlay does not discriminate in its hiring or employment practices. Questions, concerns, complaints or requests for additional information regarding Americans with Disabilities Act (ADA) may be forwarded to the ADA Compliance Coordinator in the Office of Disability Services, 419-434-5532 (voice), from 8 a.m. until 4:30 p.m., Monday through Friday. Individuals who need auxiliary aids for effective communication in programs and services of The University of Findlay are invited to make their needs and preferences known to the ADA Compliance Coordinator. This statement is provided as required by Title II of the Americans with Disabilities Act of 1990.

Any student admitted to the University who has documentation identifying a disability has the right to request and to receive modifications in accordance with Section 504 of the Rehabilitation Act of 1973.

Disabilities Statement

Anyone needing special accommodations or adaptive formats due to a disability should contact The University of Findlay's Office of Disability Services at 419-434-5536 (V/TDD).

Contact Information

The Office of Graduate and Professional Studies helps carry out the University's mission to present educational opportunities to a diverse student body. Through specially designed programs and courses, adult (non-traditional) and graduate students advance careers and acquire new knowledge and skills.

The Office of Graduate and Professional Studies provides crucial support services to the non-traditional, transfer and graduate student. The office also serves as the information center for those students.

Anyone wishing to contact the Graduate and Professional Studies Office at The University of Findlay can use the following means:

Mail: 1000 North Main Street, Findlay, Ohio 45840-3653

Web site: <http://www.findlay.edu>

Phone: 419-434-4600 or 1-800-558-9060

FAX: 419-434-5517

E-mail: gradinfo@findlay.edu

Academic Programs

College Organization

The directors for each of the graduate programs report directly to their respective deans on issues of program accreditation, graduate policy, assessment and program development. The Graduate Council is the primary faculty governance committee responsible for overseeing graduate curricula and policies.

Graduate Programs

Post-Baccalaureate Licensure

Students may earn a teaching license through the post-baccalaureate program, with or without earning a master's degree, in the following areas:

Early Childhood (to teach children from age 3 to grade three)

Middle Childhood (to teach children in grades four to nine)

Middle Childhood candidates must have two 24-semester-hour areas of concentration from math, social studies, language arts and/or science. Students may have to take undergraduate content area courses to complete the areas of concentration.

Intervention Specialist (to teach children with mild to moderate disabilities in grades K-12)

Adolescent/Young Adult (AYA) (to teach in grades 7-12)

- Integrated Language Arts
- Integrated Social Studies
- Integrated Math
- Integrated Science
- Life Science

Multi-Age (to teach in grades K-12)

- Drama/Theatre
- Visual Arts
- Spanish

- Japanese
- Health
- Physical Education

Note: Multi-Age and AYA majors may have to take undergraduate content area courses to complete licensure requirements.

Master of Arts in Education

Students may earn a master's degree with an emphasis in any of the following:

- Adolescent/Young Adult/Multi-Age
- Children's Literature
- Curriculum and Teaching
- Early Childhood
- Educational Administration
 - School Building Leader (Principal)
 - School District Leader (Superintendent)
- Educational Technology
- Human Resource Development Strand-Leadership Emphasis
- Human Resource Development Strand-Operational Compliance Training Emphasis
- Human Resource Development Strand-Training and Development Emphasis
- Human Resource Development Strand-Web Instruction Emphasis
- Intervention Specialist
- Middle Childhood
- Science Education

Endorsements

- Pre-Kindergarten Special Needs
- Reading (reading specialists for grades K-12)
- Educational Technology (district technology coordinator or technology integration trainer)
- Teaching English to Speakers of Other Languages (TESOL)
- Early Childhood Generalist (for teaching 4th and 5th grade)
- Middle Childhood Generalist (to teach in a self-contained 4th-6th grade)

Certificates

- Training and Web Instruction
- Web Instruction

Note: Students seeking a master's degree without a license or endorsement take the 15-hour leadership core and 18 hours of electives in any combination of the above areas. Endorsements, initial teaching licenses and administrative licenses will vary in the number of hours required.

Master of Arts in TESOL/Bilingual Education

Master of Athletic Training

Master of Business Administration

- Organizational Leadership
- Health Care Management
- Hospitality Management
- Public Management

Certificates
Project Management

Master of Occupational Therapy

Master of Physician Assistant

Master of Science in Environmental, Safety and Health Management

Environmental, Safety and Health Management

Certificate Programs in:

Emergency and Disaster Management
Environmental Management
Occupational Health and Safety Management

Doctor of Pharmacy

Doctor of Physical Therapy

Where to Apply

The applicant to a graduate program may initiate his/her application through the following offices:

For the Master of Arts in Education in the College of Education:

Graduate and Professional Studies Office
1000 North Main Street, Findlay, Ohio 45840
419-434-4600 • gradinfo@findlay.edu

Prospective students will be referred to program faculty in their focus area. Contacts in each area are as follows:

Early Childhood and Pre-kindergarten Special Needs: Susan Brooks, 419-434-6986, brooks@findlay.edu
Middle Childhood: Dr. Kim Forget, 419-434-4090, forget@findlay.edu
Intervention Specialist: Susan Brooks, 419-434-6986, brooks@findlay.edu
AYA/Multi-Age: Dr. Kim Forget, 419-434-4090, forget@findlay.edu
Reading: Susan Brooks, 419-434-6986, brooks@findlay.edu
Technology: Alvin Trusty, 419-434-6987, trusty@findlay.edu
Educational Administration: Dr. Rahman "Buzz" Dyer, 419-434-6901, dyer@findlay.edu
Human Resource Development: Dr. Chris Moser, 419-434-5320, moser@findlay.edu
TESOL Endorsement: Dr. Hiroaki Kawamura, 419-434-4619, kawamura@findlay.edu
International Students: Dr. Chris Moser, 419-434-5320, moser@findlay.edu

For education licensure audits:

Licensure Officer: Duane Philipp, 419-434-4844, philipp@findlay.edu

For students seeking a Master of Arts in Education without license:

Advisers: Dr. John "Skip" Cindric, 419-434-4682, cindric@findlay.edu
Dr. Judith Wahrman, 419-434-4864, wahrman@findlay.edu

For the Master of Arts in Teaching English to Speakers of Other Languages (TESOL) and Bilingual Education in the College of Liberal Arts:

Chair, Language and Culture Programs, Dr. Hiroaki Kawamura
1000 North Main Street, Findlay, Ohio 45840
419-434-4619 • kawamura@findlay.edu

For the Master of Athletic Training in the College of Health Professions:

Chair, Dr. Susan Stevens
1000 North Main Street, Findlay, Ohio 45840
419-434-5442 • stevenss@findlay.edu

For the Master of Business Administration in the College of Business:

Graduate and Professional Studies Office
1000 North Main Street, Findlay, Ohio 45840
419-434-4600 • gradinfo@findlay.edu

For the Master of Occupational Therapy in the College of Health Professions:

Chair, Dr. Cynthia Goodwin
1000 North Main Street, Findlay, Ohio 45840
419-434-6936 • goodwin@findlay.edu

For the Master of Physician Assistant in the College of Health Professions:

Chair, Ms. Diane Zywojko
1000 North Main Street, Findlay, Ohio 45840
419-434-4529 • zywojko@findlay.edu

For the Master of Science in Environmental, Safety and Health Management in the College of Sciences:

Program Director, Dr. William Doyle
1000 North Main Street, Findlay, Ohio 45840
419-434-4059 • doyle@findlay.edu

For the Doctor of Pharmacy in the College of Pharmacy:

Admissions Coordinator, College of Pharmacy
1000 North Main Street, Findlay, Ohio 45840
419-434-5327 • pharmacy@findlay.edu

For the Doctor of Physical Therapy in the College of Health Professions:

Chair, Dr. Robert Frampton
1000 North Main Street, Findlay, Ohio 45840
419-434-4863 • frampton@findlay.edu

Graduate and Professional Studies Office:

Dean, Dr. Thomas H. Dillon
1000 North Main Street, Findlay, Ohio 45840
419-434-4600 • gradinfo@findlay.edu

General University Policies

Courses and Credits

Transfer of Credits

Students may transfer up to 12 semester hours of credit (completed with a grade of “B-” or better) for graduate work completed at another accredited institution toward a master’s degree at The University of Findlay. Any transfer of credit in excess of 12 semester hours must be reviewed by the program’s director and approved by the Graduate Student Academic Standards Committee. The Master of Science in Environmental, Safety and Health Management accepts up to nine semester hours of transfer credit with the approval of the program director. In rare cases when students have taken ESL Methodology courses at other institutions, the TESOL master’s program may transfer in a maximum of nine credit hours. For all other TESOL students, the maximum number of transferable hours is six.

See the Retention and Graduation section of this catalog for time and completion policies.

Transient Credit Work

Students desiring to take courses at other institutions must receive prior approval from the graduate program director. Transient credit will be examined to ensure that it is not a duplication of work already completed and that it is appropriate to the graduate program in which the student is enrolled.

Transient approval forms may be obtained from and submitted to the appropriate graduate program director. The transient approval form will be reviewed by the appropriate graduate program director and then forwarded to the Office of the Registrar.

Non-degree Credit

The University of Findlay also offers graduate-level programs, certificates, courses, workshops and seminars for professional development. Applicants may enroll if they have earned a bachelor’s degree. An official transcript of all college-level work should be submitted prior to enrollment in courses. (Students taking workshops are not required to submit official transcripts.)

Non-credit Course Work

The University of Findlay offers the opportunity for non-credit work in courses, seminars and workshops. Prerequisites must be met for all courses. Approval may be required by the program director in the program area in which the course is offered.

Prerequisite Courses

All prerequisite courses must be completed with a grade of at least a “C.”

Expenses

The current operating cost of higher education is supported primarily by three areas of income: tuition and fees; endowments; and gifts from alumni, businesses, parents and friends. The University of Findlay is conscious of the ever-increasing cost of a college education and makes every effort to provide a quality education for the lowest possible cost.

All University fees must be paid or proper financial arrangements made with The University of Findlay Business Office one week prior to the start of the session. A finance charge of 1½ percent per month (ANNUAL PERCENTAGE RATE 18 PERCENT) or a \$2 minimum billing fee may be applied to unpaid accounts.

The Board of Trustees reserves the right at any time to amend or add to the regulations of the University, including those concerning fees and methods of payment. The amendments and/or additions apply to students currently enrolled as well as to new students.

Charges and Fees for 2010-2011

Tuition:

Education, Languages, Liberal Studies	\$540 per semester hour
M.B.A. Program	\$670 per semester hour
M.S. in Environmental, Safety and Health Management	\$670 per semester hour
Athletic Training, Occupational Therapy, Physician Assistant and Physical Therapy	\$700 per semester hour
Doctor of Pharmacy (12 to 18 hours)	\$16,520 per semester
(Less than 12 hours)	\$1,163 per semester hour
(In excess of 18 hours)	\$1,163 per semester hour
Audit	\$50 per semester hour

Fees:

General Service Fee (nine or less hours non-refundable)	\$33 per semester hour
General Service Fee (more than nine hours non-refundable)	\$316 per semester
Student Activity Fee (six or more hours non-refundable)	\$25 per student per session
Directed Study/Independent Study Fee (non-refundable)	\$100 plus tuition

Payment Policy

An itemized statement of charges is available on The University of Findlay Web site, www.findlay.edu, as soon as the student is registered. Payment is expected in full one week prior to the start of the session; however, students may elect to sign a Payment Agreement to make monthly payments (explanation found below). Information about this option is available in the Business Office.

The University offers the option of using a **Payment Agreement** to make equal monthly payments for the balance during the session. The plan requires that the University have a signed Payment Agreement on file in the Business Office. There is an interest charge of 1½ percent per month (ANNUAL PERCENTAGE RATE 18 PERCENT) or a \$2 minimum billing fee on the outstanding balance. The balance must be paid in full before the end of the session.

The University participates in the **Federal Family Education Loan Program (FFELP)**. Arrangements for loans should be made well in advance of each session so the money is available for payment of fees prior to the start of the session.

Students whose charges are being paid by a third party must complete a Company Reimbursement Form each and every session. The form is available online at www.findlay.edu, KEYWORD: Company reimbursement. Company-reimbursed students must pay within 60 days of the last day of the course to be considered current, regardless of whether or not the course was completed. It is the student's responsibility to ensure that any involved third party fulfills their obligation. The student is ultimately responsible for all charges.

Financial obligations to the University must be handled promptly. In order for students to use their Oiler OneCard to access campus facilities, the balance must be paid in full, or the student must be current on an official payment plan. Students facing a financial problem should contact the Office of Financial Aid before payment is due. Continued enrollment in a succeeding session and the issuance of a diploma or transcript cannot be permitted until all financial obligations to the University have been satisfied.

Insurance Policy

Graduate and professional students carrying six credit hours or more may be eligible to participate in The University of Findlay student health plan by request only. Students interested in purchasing the University insurance policy should contact the Business Office for further details.

Registration Policy

In order for a student to register for classes, he/she must have met all initial admission requirements and his/her financial obligation to the University must be current. Following are the guidelines for registration:

- Students who deferred payments by signing a Payment Agreement must be current in their payments in order to register for classes.
- Students who are company-reimbursed and have completed a company reimbursement form may defer payment up to 60 days following the close of a session. These students may register for classes during the 60-day period.
- Students who owe more than \$500 may not be allowed to register.

Only students who are officially registered may attend classes. Students who have not officially enrolled in a course or courses within seven calendar days (or the next campus business day after the seventh day) of the start of the academic session in which the course is offered will not receive any course credit until registration is complete and payment is received in certified funds (cash, bank money order, cashier's check) for the following:

- Amount of past-due balance
- Tuition for non-registered course(s) attended
- Applicable fees for non-registered course(s) attended
- Accrued interest based upon the start date of the non-registered course(s) attended
- Penalty equal to 10 percent of tuition for non-registered course(s) attended

Students who have met the initial admission requirements are eligible to register for up to nine hours of graduate-level work. Registration will only be permitted if the student has met all program specific prerequisites and/or competencies.

Students enrolled in one of The University of Findlay's graduate-level programs will be eligible to register for up to nine semester hours of credit within another of The University of Findlay's graduate-level programs under the following conditions:

- Student is currently in good standing within his/her academic program.
- Student has met all program specific prerequisite and/or competency requirements for the course work in which he/she wishes to enroll.
- Student agrees to pay the tuition rate for his/her graduate-level program even if the tuition rate is higher than the course work he/she is registered for (i.e., Doctor of Pharmacy student taking MBA courses will be billed at the Doctor of Pharmacy tuition rate).

Audits

Students who wish to attend class without receiving credit may register to audit that course with approval from the course instructor. Audits do not count toward minimum registration loads, nor do they satisfy degree requirements. Auditing may affect financial aid and/or company reimbursement programs.

Withdrawals from Selected Courses

Withdrawals made after the first six days but within the first 50 days of a semester are recorded as non-punitive "W" on a transcript. Students may petition for withdrawal after the first 50 days. If the petition is denied and students fail to complete the semester, they will receive "F" grades for unfinished courses. The Graduate Student Academic Standards Committee reviews all petitions for withdrawal made after the first 50 days. If a student leaves a course without following withdrawal procedures, he/she automatically receives an "F" grade. Courses that meet for only a portion of the semester (e.g., weekend classes) can be dropped only up to midpoint of the duration of that course. Pharmacy students in experiential learning courses need to follow the withdrawal guidelines for those courses as documented in the College of Pharmacy section of this catalog.

When a student has violated University rules, regulations or policies of an academic nature the student will not be permitted to withdraw from the course.

Refunds

In the case of voluntary withdrawal or the reduction in number of credit hours, the tuition will be refunded according to current refund policies. It is the student's responsibility to contact his/her graduate program and officially drop the class before the start of the session in order to receive a 100-percent refund. Failure to attend class(es) does not constitute an official drop or withdrawal. Once the session has started, the student is only eligible for a partial refund. Fees are non-refundable. Refunds are based on the day the course is officially dropped, not the last day the course was attended. Because there are many alternate academic calendars among the graduate programs, it is the student's responsibility to contact the Business Office at 419-434-4690 for dates and refund percentages.

The following is applicable if you use federal loans to help cover tuition expenses for graduate school attendance. If you withdraw from all courses prior to the 60-percent completion mark of a given term, your loan(s) will be reduced in accord with a federal refund of Title IV aid policy. Thus, if you contemplate fully withdrawing from all courses after an enrollment term has begun, you are advised to contact the financial aid office to discuss the effect of the withdrawal on your loan(s).

Financial Aid

Students who are admitted to degree-seeking status in any one of Findlay's graduate programs are eligible to apply for graduate student loans by filing the Free Application for Federal Student Aid at www.fafsa.ed.gov. Please note that a student will need a pin number to electronically sign the electronic FAFSA. If a pin number is needed, the student can use the link provided at www.fafsa.ed.gov to receive a number in real time. The University of Findlay's school code is 003045.

Generally, only Stafford and GradPLUS loans are available to graduate students. The FAFSA is required to enable a student to borrow through the Stafford Loan program. Subsidized loans are capped at \$8,500 per year; unsubsidized loans, at \$12,000 per year. The aid office will originate loan(s) for students unless the student informs the aid office he/she wants to use a different lender. Once the loan is originated, the student will receive an e-mail message from Sallie Mae, enabling him/her to go to his/her Web site, select a lender (from a set of lenders), electronically sign the master promissory note and complete the required entrance interview. The lenders are chosen on the basis of their fee structure and customer service. If a student wants to initiate a loan with a different lender, he/she will need to get the loan certification paperwork to the financial aid office for processing.

Receipt of student loans requires that the student be enrolled at least half-time. Generally, that requires that the student be enrolled in six (6) hours per term. The calendar structures of the various graduate programs are not all the same. Thus, the aid office disburses loan funds at different times, according to the calendar structure of the program in which the graduate student is enrolled. The student may wish to consult with the appropriate graduate program about the structure of its calendar. There are alternative loans available for students who are enrolled less than half-time.

Questions about the loan process or other facets of the financial aid process may be directed to the Office of Financial Aid at 419-434-4791 or finaid@findlay.edu.

Graduate Assistantships

A limited number of graduate assistantships are available. Students must first be fully accepted in one of the graduate programs. Graduate assistantships are normally awarded in the spring for the following academic year. Please contact Graduate and Professional Studies for further information at 419-434-4600.

Graduate Policies

Academic Program Policies

Advising

Students will be advised within the program to which they have been accepted by a member of the graduate faculty.

Academic Load

To be considered a full-time student, a person must be enrolled in a minimum of nine semester credit hours of course work during a semester time block, which may include a combination of day, evening or weekend classes. Persons using veteran's benefits should consult the Office of Financial Aid regarding the definition of a full-time course load and other financial policies.

Attendance

It is advised that students be in attendance at all classes and laboratory periods for which they are registered. Instructors are permitted to penalize students for inadequate work due to absences. Instructors may be able to accommodate students whose absences are caused by illness and job- or family-related responsibilities, but the student is responsible for all missed work. Instructors are not expected to reschedule tests or provide makeup sessions for students who have missed classes.

Incomplete Course

A grade of "X," initiated by the student, will be approved only when documented circumstances beyond a student's control (such as illness or family emergency) have prevented the student from completing the course work. Inability to get work in on time will not constitute a reason for the grade of "X." A student must complete the course work within 10 weeks (or a shorter time period based on the discretion of the instructor) immediately following the end of the course session in which the "X" was given. The student may petition the Student Academic Standards Committee for a longer period of time with approval from the adviser, instructor and the dean of the college responsible for the course. If a student does not complete the required course work within the prescribed time period, the "X" grade will automatically convert to an "F."

Extended Course

The grade of "EC" is used for courses, such as clinics, internships and capstones that extend more than one semester. The grade "EC" will be replaced by the grade finally reported for the completed course work. A student must complete the course work within the semester (or a shorter time period based on the discretion of the instructor) immediately following the end of the course session in which the "EC" was given. If a student does not complete the required course work within the prescribed time period, the "EC" grade will automatically convert to an "F."

A maximum of three "X" grades or nine semester hours will be permitted. If a student should carry four or more "X" grades, the student will NOT be permitted to register for additional courses until the "X" grades are reduced to a maximum of three "X" grades or nine semester hours.

Grading Policy

The academic standards of the University are expressed in terms of grades that are worth points. Each semester hour of credit for each letter grade carries the number of quality points indicated: "A"- excellent, 4 points; "A-"- slightly less than excellent, 3.67 points; "B+"- slightly more than good, 3.33 points; "B"- good, 3 points; "B- "- slightly less than good, 2.67 points; "C+ "- slightly more than marginal, 2.33 points; "C"- marginal, 2 points; "C- "- slightly less than marginal, 1.67 points; "D+ "- slightly above poor, 1.33 points; "D"- poor, 1 point; "D- "- slightly above failing, .67 points; "F"- failure, 0 points. Other symbols recorded on the academic record are as follows: "X"- incomplete; "W"- withdrawal; "S"- satisfactory ("C" or better); "P"- pass ("C" or better); "U"- unsatisfactory ("C-" or poorer); "EC"- extended course; "NR"- no grade received; "NC"- no credit, does not affect the GPA. The grades of "S," "P" and "U" are used in selected courses.

A grade point average of 3.0 in courses applied toward a degree program must be earned in order to graduate. No courses used toward graduation requirements can be completed with a grade of “D+” or lower.

Repeat Policy

Students may register for a non-repeatable course with the understanding that the last grade received will be used to determine grade point average.

In general, students are limited to registering for a graduate course two times. A student who elects to register for a course more than twice may see an impact on his/her eligibility for federal financial aid (e.g., loans/grants), tuition remission, visa status and/or athletics; he/she is limited to register for only the repeated course. A course is considered a repeat when a student is registered for the course after the last day to add a class. Therefore, students withdrawing from a course after the first week of classes will be subjected to the repeat policy.

A student has the right to appeal the repeat policy with the Graduate Student Academic Standards Committee.

Graduate Minimum Progress

Degree-seeking students enrolled in the graduate programs are expected to make normal progress toward meeting degree requirements. Failure to do so will result in academic probation or suspension from the University. Progress will be reviewed at the end of each semester and students will be notified if they are not making adequate progress. Graduate academic status does not preclude a student from registering in undergraduate courses.

A student's minimum progress is tracked both by grades and cumulative grade point average. A student must maintain minimum progress based on the following conditions or he/she will be placed on academic probation or suspension from the University.

Probation

If a degree-seeking student receives two grades of “C+” or below and/or unsatisfactory he/she will be placed on probation until at least one of the deficient grades is replaced with a grade of “B” or higher.

If a student's cumulative grade point average falls below a 3.0 he/she will be placed on probation.

A student may be removed from probation after he/she has successfully completed two semesters of courses for a minimum of 18 credit hours.

Suspension

If a degree-seeking student receives three grades of “C+” or below and/or unsatisfactory he/she will be suspended from the University.

If a student's cumulative grade point average falls below a 3.0 for a second time he/she will be placed on suspension.

Suspension from the University lasts for a period of one semester. Readmission after the first University suspension is handled through the Office of Graduate and Professional Studies and the student's specific graduate program. A student who is suspended more than once must appeal for readmission to the Graduate Student Academic Standards Committee and also his/her specific graduate program.

Students returning from suspension are automatically placed on probation. Students returning to the institution after suspension and receiving a grade less than “B” will automatically be suspended indefinitely from the institution.

Minimum Progress by Program

A student may be placed on probation, suspension or dismissal from his/her graduate program. A student should refer to the graduate program to determine its standards of minimum progress. However, if a student is still eligible to register via the University's graduate standards of minimum progress he/she may request admission into another graduate program.

Grade Challenge

The following procedure is provided to students who believe they have been treated unfairly by a faculty member in the final grade given for the course:

The student may initiate consideration of the challenged grade with the faculty member who gave the grade. The grade challenge must occur within four weeks after grades were posted on the student's academic record.

If the issue isn't resolved during informal discussions with the faculty member, the student must start the Application for Formal Inquiry. The Application for Formal Inquiry is available in the Office of the Registrar or on the University's Web site (KEYWORD: Grade challenge).

Step One:

The student and the faculty member will provide a brief summary of their discussion(s) regarding the student's request for a change of grade. The faculty member will sign the Application for Formal Inquiry before the student continues the process by meeting with the faculty member's department chair/program director. Note: The faculty member must sign the Application for Formal Inquiry within four weeks of when grades were posted to the student's academic record. If a faculty member is unavailable at the time of the appeal a student may move to Step Two without obtaining the faculty member's signature. The student must provide written documentation (e.g., e-mail) showing that he/she attempted to contact the faculty member.

Step Two:

If the student's request is not resolved with the faculty member's department chair/program director, the student and the faculty member's department chair/program director will provide a brief summary of their discussion(s) regarding the student's request for a change of grade. The faculty member's department chair/program director will sign the Application for Formal Inquiry before the student continues the process by meeting with the Dean of Undergraduate Education/Dean of Graduate and Professional Studies.

Step Three:

If the student's request is not resolved with the Dean of Undergraduate Education/Dean of Graduate and Professional Studies, the student and the Dean of Undergraduate Education/Dean of Graduate and Professional Studies will provide a brief summary of their discussion(s) regarding the student's request for a change of grade. The Dean of Undergraduate Education/Dean of Graduate and Professional Studies will sign the Application for Formal Inquiry before the student submits the Application for Formal Inquiry to the Office of the Registrar for review by the appropriate Student Academic Standards Committee. The appropriate college dean will be notified when the Application for Formal Inquiry reaches Step Three.

Step Four:

The Application for Formal Inquiry will be reviewed by the Graduate/Undergraduate Student Academic Standards Committee. The final grade will be determined by the Committee which will then report the grade to the student, the faculty member, the student's adviser and the Vice President of Academic Affairs and Dean of the Faculty.

If at any time during steps one-three all parties are satisfied with the outcome, a change of grade form can be filed along with the Application for Formal Inquiry in the Office of the Registrar. The Office of the Registrar will process the change of grade form and will then report the grade to the student, the faculty member, the student's adviser and the Vice President of Academic Affairs and Dean of the Faculty.

If the University representative is associated with multiple roles within these steps, the lower of the two steps will be considered complete. Faculty response is expected unless the faculty member has left the institution.

Change of Grades

After a final grade has been submitted to the Office of the Registrar, it cannot be changed unless there is evidence of an error in computation or transcription. Under normal circumstances, final grades may not be changed later than one month after the end of the semester in which the grade was earned. All grade changes must have the approval of the Office of the Vice President of Academic Affairs.

Re-entry Students

A re-entry student who has not been enrolled in a graduate program for more than two calendar years will be subjected to the program requirements in effect at the time of re-entry.

Student Honor Code

Each and every student of the University will adhere to the following Honor Code:

“I will not knowingly engage in any dishonorable behavior, cheat, steal, lie or commit any act of plagiarism during any academic work, course or endeavor. If I observe an act which I believe violates the University’s Honor Code, I may, at my discretion, report it to the appropriate personnel.”

Second Degrees

Normally, students may transfer a maximum of 12 semester hours (nine semester hours for the MESHM program) from their first master’s degree at The University of Findlay toward a second master’s degree. Students wishing to transfer more than 12 semester hours (nine semester hours for the MESHM program) between programs must petition the Graduate Student Academic Standards Committee for approval. The final decision regarding the acceptance of credit rests with the program director.

Human and Animal Subjects Research

Any project involving the use of human or animal subjects must be approved by the Institutional Research Review Board prior to the beginning of the study. Such a review is required by federal statute.

Independent Study

Independent study is done infrequently and with the permission of the instructor, dean, adviser and the appropriate program director.

Transcripts

Requests to have academic transcripts sent to a third party must be in writing to the Office of the Registrar and must include the student’s signature. Under no circumstances will a transcript or a copy of a transcript of work taken at another institution be released by The University of Findlay. Students should contact each school attended for copies of official records at that institution. A fee is charged for each official transcript.

Resources and Support Services

Supporting resources and academic services assure a high-quality learning environment for students. Shafer Library, located on the University campus, contains more than 145,000 volumes and subscribes to nearly 1,000 periodicals. Shafer Library is also a U.S. government documents depository library. It provides CD-ROM databases, as well as access to online databases. Audiovisual equipment plus appropriate software is available. Shafer Library is a part of OhioLink, an online statewide resource lending library. The University of Findlay also subscribes to ConnectEd, a nationwide database of best practices in business and education.

Graduation Policies

To graduate, a student must declare his/her intention to graduate and show the approval of the program director or college dean by completing a declaration of candidacy form and turning it in to the Office of the Registrar. The declaration of candidacy form is available in the Office of the Registrar or online under advising forms on the Office of the Registrar Web site. This form MUST be received six months prior to the expected graduation date.

Commencement Ceremonies

The University of Findlay has two commencement ceremonies each year, one at the end of fall semester in December and one at the end of spring semester in May. Students who have completed all degree requirements; who are in the process of completing all degree requirements or those who are within two courses of completing their degree program, have a 2.00 cumulative grade point average and have registered for Findlay classes in the following semester in order to complete their degree may participate in scheduled commencement ceremonies.

When students complete an application for graduation they will automatically be assigned to participate in the appropriate commencement ceremony. For the most part, students will be assigned to the commencement ceremony in which they have completed their degree requirements. However, some of the cohort-based professional and graduate programs award degrees in either December or May only. Therefore, these students' eligibility to participate in the commencement ceremony will be limited to the commencement ceremony for their respective program. International students participating in Optional Practical Training (OPT) on an F-1 student visa following the completion of course and degree requirements may delay their participation in a commencement ceremony, but must participate in a scheduled ceremony before their OPT authorization expires.

Any student electing to participate in a commencement ceremony other than the one initially assigned by their completion date must inform the Office of the Registrar of the delay in participation and provide contact information for future communication regarding commencement activities. Students will only be eligible to participate in their assigned commencement ceremony or the commencement ceremony that follows their degree completion date.

Graduation Conferral Date

The University of Findlay confers degrees three times each year, December, May and August. The degree date is posted after successful completion of all degree requirements. Participation in a commencement ceremony is independent of degree conferral.

The December graduation date is given to those students completing their degree requirements by the end of the fall semester.

The May graduation date is given to those students completing their degree requirements during the winter or winter weekend term, the spring semester or the spring weekend term.

The August graduation date is given to those students completing their graduation requirements during the summer semester or the summer weekend term.

Students who do not complete graduation requirements by the date for which they applied MUST re-file a graduation application. An application is not automatically considered for the next graduation conferral date.

Student Services Policies

ID Card

Students seeking an ID card, Oiler OneCard, must go to the Card Office located in the Alumni Memorial Union for an identification photo between 8 a.m. to noon or 1 to 4:30 p.m., Monday through Friday. An Oiler OneCard is utilized to check books and other materials out of the library and for admittance to many other campus activities. Replacement for lost Oiler OneCards requires a \$30 charge payable at the Business Office.

Parking

Students must register their vehicles with the Security Office located on the first floor of Lovett Hall, corner of Frazer and North Cory Streets of The University of Findlay campus. A student parking tag will be issued allowing the student to park on University property. A parking tag is required only for students who are taking day classes during the fall or spring semesters.

Procedures for Application to Graduate Programs

To apply for admission as a graduate student, an applicant must:

1. Possess a bachelor's degree from an accredited institution or meet specific graduate program admission requirements.
2. Have a minimum undergraduate grade point average of 2.5 on a 4.0 scale in the last 64 semester hours of undergraduate work. The Doctor of Pharmacy program requires a 3.0/4.0 GPA for admission to the program as a transfer student. The Master of Arts in Education and Master of Arts in TESOL programs require a minimum undergraduate GPA of a 2.75 on a 4.0 scale or a minimum GPA of a 3.0 in the last 64 semester hours of undergraduate work. The Master of Physician Assistant program requires a minimum GPA of a 3.0 on a 4.0 scale. MBA students are required to have a minimum undergraduate GPA of 3.0 on a 4.0 scale or a GMAT score of 475 or higher. MBA students may use the GRE instead of the GMAT. The comparable GRE scores are as follows: minimum GRE verbal of 200 and minimum GRE total of 950; minimum GRE quantitative of 290 and minimum GRE total of 1090. Students performing above the minimum level for the quantitative and/or verbal components of the GRE examination will need to refer to the ETS GRE Comparison Table for Business Schools to see the comparable scores for the GMAT. This table can be found at www.ets.org by searching on GRE/GMAT comparison.
3. Submit an application form.
4. Pay a \$25 one-time application fee.
5. Supply three letters of recommendation (Not required for MAT, MBA, MESHM or PharmD; the Traditional Physical Therapy Program requires two letters of recommendation; MAE students are only required to submit three letters of recommendation if their GPA is under the minimum requirement).
6. Submit official transcripts of all college-level work.
7. Include a copy of teaching certificate(s) or license(s) when applicable.
8. Fulfill additional application requirements as listed for each specific master's or doctoral degree program.
9. A student applying for transfer admission to The University of Findlay must be in good academic standing as a graduate student at the accredited post-secondary institution which he/she attended prior to application. A student under academic suspension or dismissed from another institution will not be admitted to Findlay until eligible to return to the former institution. A student may challenge his/her admission status by appealing to the Graduate Student Standards Committee.

Students whose native language is not English and who have not graduated from American universities must meet the previously listed admissions conditions, plus:

10. Score at least 550 on a verified Test of English as a Foreign Language (TOEFL) paper-based test (PBT); a verified TOEFL Internet-based test (iBT) minimum total score of 79-80 with 20 or better in speaking and 20 or better in writing; at least 213 on a verified TOEFL computer-based test (CBT) or a verified International English Language Testing System (IELTS) academic score with a minimum overall band score of 7.0. The Master of Physician Assistant program requires a score of at least 600 on a verified Test of English as a Foreign Language (TOEFL) paper-based test (PBT); a verified TOEFL Internet-based test (iBT) minimum total score of 100 with 25 or better in speaking and 25 or better in writing; at least 250 on a verified TOEFL computer-based test (CBT) or a verified International English Language Testing System (IELTS) academic score with a minimum overall band score of 7.0.
11. Provide an affidavit of financial support (original), if not an American citizen.

General Criteria for Admission to Graduate Study

The following is a description of the overall criteria for admission to a program of graduate study. To be admitted, an applicant must be approved by the appropriate program director.

General Criteria

There are two main categories of admission to graduate study at The University of Findlay: initial admission and graduate candidacy status. A student is granted initial admission if the applicant submits evidence indicating a capability to function successfully in a program of graduate study. A student is granted graduate candidacy only after meeting initial admission requirements and fulfilling specific graduate candidacy requirements.

To encourage orderly progress of all students through their chosen graduate program, students must also comply with retention and graduation procedures indicated below.

Undergraduate Students Enrolling in Graduate Courses

An undergraduate student at The University of Findlay who wishes to enroll in graduate courses may do so under the following conditions: 1) the student must be within his/her last semester of undergraduate course work; 2) the student must have all major, minor and/or competency requirements satisfied; 3) the student must be on the undergraduate graduation list for the semester he/she wishes to enroll at the graduate level and 4) the student may not take more than nine semester hours of graduate course work.

Initial Admission Requirements

The criteria for initial admission include the following:

1. To show evidence of the ability to function successfully in a graduate program of academic study, the student must provide an official transcript indicating that the student has completed a baccalaureate degree from an accredited institution or a first-professional degree as defined by a regionally-accredited body recognized by the United States Department of Education, ***prior to beginning course work;***
2. To show evidence of the ability to function successfully across a breadth of graduate course work, the student must have achieved a minimum 2.5 grade point average in the last 64 semester hours of his/her baccalaureate degree or first-professional degree as indicated on the submitted transcript;
3. To show evidence of communication and language skills prerequisite to successful completion of a graduate program,

The student must:

Submit official results of the GMAT or GRE indicating a performance of not lower than the 35th percentile.

OR

Achieve acceptable performance on a program-specific, structured writing project, the results and product to be retained in the student's master file. The MSEHM program requires the successful completion of ENVM 502. This course does not provide credit towards the degree.

International students must achieve at least 550 on a verified Test of English as a Foreign Language (TOEFL) paper-based test (PBT); a verified TOEFL Internet-Based Test (iBT) minimum total score of 79-80 with 20 or better in speaking and 20 or better in writing; at least 213 on a verified TOEFL computer-based test (CBT) or a verified International English Language Testing System (IELTS) academic score with a minimum overall band score of 7.0. IELP students enrolled in Level V must complete the core courses (listening, grammar, reading, composition and communication) with grades of "B-" or better in order to advance to their graduate programs of study. Students who fail to meet the grade of "B-" in such courses will have to retake the courses.

Graduate Candidacy Status

All students must meet initial program admission requirements to continue beyond nine credit hours of graduate-level program course work. For graduate candidacy status, students must demonstrate the following:

Evidence of the ability to enter and successfully complete a program of graduate study, **by satisfying one of the following:**

Achievement of a minimum of 3.0 average in the first nine graduate credits, six of which must be core courses of graduate study in the program of admission (workshops and independent study or transfer credits may not be included).

OR

Achievement of a score at the 50th percentile on a standardized test utilized for determining eligibility for graduate study (international students must achieve at least 550 on the paper-based TOEFL, 79-80 Internet-based TOEFL, 7.0 IELTS or completion of IELP Level V with grades of "B-" or better in the core courses (listening, grammar, reading, composition and communication).)

OR

Achievement of a minimum of a 3.0 grade point average in the last 64 semester hours of undergraduate study at an accredited institution.

Retention and Graduation

Nearly all accrediting bodies, including regional accrediting bodies, require a well-defined process for encouraging the orderly progress of students through the program and that students' progress through all programs be documented. The following requirements must be met for students to successfully progress through and complete a graduate program:

1. There is a seven-year limit from the point of matriculation into a program to complete a degree. Students who need additional time are required to initiate a request for an extension via the graduate program director and the Dean of Graduate and Professional Studies. If an extension is approved the student may be required to repeat course work and/or complete additional course work to meet current program requirements.
2. To graduate, a student must complete a declaration of candidacy form for a degree six months prior to the requested graduation date. This declaration is available through the Office of the Vice President of Academic Affairs, the Graduate and Professional Studies Office, the Office of the Registrar or online on the Registrar's home page under the advising forms option;
3. To graduate, a student must fulfill all initial, graduate candidacy and retention requirements, including the completion of a culminating project;
4. To graduate, a student must complete a program capstone course which is designed to assess the student's achievement of program goals.
5. To graduate, students must complete a minimum of 33 semester hours.

International Student Admission

In addition to meeting academic requirements for graduate admission, international students must submit additional documentation to meet U.S. Immigration regulations and English proficiency. Please send the following:

1. Completed application - each graduate program has its own application form;
2. Official transcripts from each secondary school;
3. Written statement of support from financial sponsor and original bank statement;
4. Official TOEFL examination result – if available.

The Office of International Student Admissions and Services evaluates all transcripts earned from institutions outside the United States. For further information, please contact:

Office of International Student Admissions and Services
Coordinator of International Student Services
The University of Findlay
1000 North Main Street, Findlay, Ohio 45840 USA
E-mail: international@findlay.edu
Phone: 419-434-4558
FAX: 419-434-5507

Note Regarding International Credentials

Standards for admission to undergraduate and graduate programs are not consistent throughout the world nor from country to country. When evaluating foreign credentials for graduate admission, a completed baccalaureate degree from an accredited institution may not be an appropriate benchmark. Depending upon the system of education in a particular country, other factors must be used to determine equivalency for graduate admission purposes: duration of study in terms of hours per day and months per year, type of institution, degrees awarded, course of study, access to next level of education within the country, accreditation, license, Ministry of Education (MOE) recognition, certification of competency or examination results. Depending upon length of the secondary education (12 to 14 years), a three-year baccalaureate in some countries may be considered as the equivalent to the U.S. bachelor's degree (16 years). In addition, some three-year baccalaureate degrees require study throughout the entire calendar year and also may be considered the equivalent of the U.S. baccalaureate degree for graduate admission.

Individual Program Admission Standards

Each of the individual graduate program admission standards is based on the general standards identified by each program. Students may request individual program admission standard protocols from the respective graduate program director. Students may also review the program's Web site for current information.

Graduate Academic Standards Committee

This committee is comprised of graduate faculty members and chaired by the Registrar. This committee processes student appeals in several academic areas. Appeals are to be submitted in writing to the Registrar with a clear explanation of what is being requested and reasons for the request and must include a statement from the student's faculty adviser concerning the appeal.

Student Records Policy

The Office of the Registrar maintains academic and personal records on all students. Except under legal compulsion, information contained in such records, with the exception of name, mailing address, e-mail address, telephone listing, date and place of birth, weight and height of members of athletic teams, dates of attendance, degrees and awards received and the most recent previous educational agency or institution attended by the student, will not be released to agencies outside the University without written consent of the student. All students/employees acknowledge that during their career/s at the University photographic/digital images of themselves may be taken. The University is authorized to utilize these images in University publications without further releases from or compensation to the respective student/employee.

The Office of Student Services publishes a student directory for the campus community on a semester basis. This directory lists some of the information noted above. Students who wish to not have any or all of the above information released should contact the Office of Student Services no later than the first Friday in any given semester.

A change in name is made only on the basis of written evidence. In the case of marriage or divorce, previous names are not removed from the record.

All persons handling the permanent records are instructed concerning the confidential nature of such information and their responsibility regarding it.

Permanent Records

Information recorded on the permanent records in the Office of the Registrar includes the following: name, identification number, home address, dates of attendance, dates of academic action of disqualification and readmission, date of birth, discipline, course number, course title, units of credit, grade points earned for each course, grade point average and identification of courses repeated. No information regarding race, religion or political affiliation is on the permanent record.

The permanent record constitutes an official report of academic performance. Corrections are made only upon definite evidence. A change in grade is made only after a written authorization from the instructor who issued the grade and approval of the Vice President of Academic Affairs has been received.

Information recorded in the personal folders in the Office of Student Services and Office of the Registrar includes: general admissions record; correspondence; letters from the Vice President of Academic Affairs concerning deficiency, probation or suspension; grades; financial aid record and other academic information.

Review of Records

All students enrolled at Findlay on Nov. 19, 1974, or later have the right to inspect and review official records, files and data related to them and to deny access by others without written consent of the student, except under limited and specific circumstances.

Students may not have access to confidential letters and recommendations placed in their files prior to Jan. 1, 1985, since many of those letters were written by individuals who were not aware that the confidentiality of their statements could be questioned. Students may waive rights to access future confidential recommendations in the areas of admission and job placement.

By submitting a letter of application to the Vice President of Student Services, a student may

1. inspect and review his or her records,
2. petition for a hearing to challenge content and
3. petition to correct and delete inaccuracies or otherwise inappropriate data.

No part of any record may be inspected by the student without the express written consent of the Vice President of Student Services. Permission will be granted within a reasonable time and in no case more than forty-five (45) days from the date of the receipt of a written request for inspection. If there is a conflict regarding the date, a hearing will be established by the Vice President of Student Services. The author of the data and the student will be present at the hearing if possible. If a resolution cannot be reached, the Vice President of Student Services will refer academic matters to the Graduate Student Academic Standards Committee and non-academic matters to an ad hoc committee for consideration. A copy of the Family Educational Rights and Privacy Act (FERPA) may be requested from the Office of Student Services.

Transcripts

A transcript is an academic record and will include only information of an academic nature. Disciplinary action is not recorded on the academic record.

Students must satisfactorily settle all financial obligations to the University before transcripts are released or diplomas awarded.

Requests to have academic transcripts sent to a third party must be in writing and must include the student's signature. Under no circumstances will a transcript or a copy of a transcript of work taken at another institution be released by The University of Findlay. Students should contact each school attended for copies of official records at that institution. A fee is charged for each official transcript.

Student Concerns

Formal written student concerns and complaints may be filed with the Offices of the Vice President of Student Services, the Vice President of Academic Affairs or the President. The University of Findlay will maintain a log of these concerns and complaints and their disposition. Records will be limited to complaints or concerns made formally in writing, signed by the student and addressed to one of the three administrative offices named above.

Using this Catalog

This catalog contains a listing of administrative and academic guidelines. Certain academic requirements change from year to year, but students are subject to the academic requirements in effect at the time they enroll. Certain non-academic requirements such as policies/rules/regulations also change from year to year, and, when this occurs, students are subject to those types of changes.

Academic Program Descriptions

The following course is available to any student who meets the course requirements.

GRAD 590 CURRICULAR PRACTICAL TRAINING EXPERIENCE (CPT) *1 to 2 semester hour(s)*

Graduate international students approved for a CPT/Curricular Practical Training experience must enroll in GRAD 590 for each term of the CPT experience. Course activities are designed to ensure quality of the learning experience for the student. Students must have completed three terms (minimum of 18 hours) and have at least a 3.25 GPA to qualify for a CPT experience, in addition to meeting the requirements for CPT established by federal guidelines. The student must meet with the faculty instructor to decide upon learning outcomes for each term of the CPT experience and the work to be completed for the course. All CPT assignments must be approved by the appropriate faculty adviser, dean of the college, The University of Findlay's assistant director of immigration and the internship and cooperative education program director. This course may be repeated for up to six credit hours.



Doctor of Pharmacy

Dean: Stansloski

Assistant Dean of External Affairs: Stanovich

Associate Dean of Internal Affairs: Malone

Department Chair, Pharmacy Practice: Parker

Department Chair, Pharmaceutical Sciences: Dudley

Professors: Malone, Stansloski

Associate Professors: Earle, Sekar, Shinn, Vaglenov

Assistant Professors: BasuSarkar, Biederman, Crea, Cunningham, Dauterman, Dudley, Ernsthausen, Khupse, Parker, Perry, Stanovich

Accreditation

The Accreditation Council for Pharmacy Education (ACPE) accredits doctor of pharmacy programs offered by colleges and schools of pharmacy in the United States and selected non-U.S. sites. For a doctor of pharmacy program offered by a new college or school of pharmacy, ACPE accreditation generally involves three steps: Pre-candidate accreditation status, candidate accreditation status and full accreditation status. Pre-candidate accreditation status denotes a developmental program that is expected to mature in accord with stated plans and within a defined time period. Pre-candidate accreditation status is awarded to a new program of a college or school of pharmacy that has not yet enrolled students in the professional program and authorizes the college or school to admit its first class. Candidate accreditation status is awarded to a doctor of pharmacy program that has students enrolled but has not yet had a graduating class. Full accreditation status is awarded to a program that has met all ACPE standards for accreditation and has graduated its first class. Graduates of a class designated as having candidate accreditation status have the same rights and privileges of those graduates from a fully accredited program. ACPE conveys its decisions to the various boards of pharmacy and makes recommendations in accord with its decisions. It should be noted, however, that decisions concerning eligibility for licensure, by examination or reciprocity, reside with the respective state boards of pharmacy in accordance with their state statutes and administrative rules.

The Doctor of Pharmacy program of The University of Findlay, College of Pharmacy, was approved for continuation of candidate accreditation status during the June 24-28, 2009, meeting of the ACPE Board of Directors based upon an on-site evaluation conducted March 25-26, 2009, and discussion with University and College officials. If the program continues to develop as planned, full accreditation of the Doctor of Pharmacy program will be considered by the Board following the graduation of students from the program.

If a student has a concern about ACPE, The University of Findlay's status with the council, or a complaint concerning ACPE standards, there are several routes by which to carry that forward. The student could contact his or her adviser or the Dean of the College of Pharmacy. Another contact is the Pharmacy Student Affairs Committee in the College of Pharmacy. There are student representatives on the Pharmacy Student Affairs Committee, and it is charged with treating important information confidentially. Also, the student may contact ACPE directly. ACPE's phone number is 312-664-3575, and ACPE's Web site is <http://www.acpe-accredit.org/complaints/default.asp>.

Competency Requirements

All students at The University of Findlay must demonstrate competency in computer use and/or speech, reading and writing.

Pharmacy Requirements

In addition, pharmacy students must also be eligible for an Ohio Pharmacy intern license, complete specific immunizations, clear a criminal background check, demonstrate the absence of infectious tuberculosis and hold a current American Heart Association Health Care Providers Basic Life Support CPR certification when enrolled in pharmacy (PHAR) specific courses. Advanced Cardiac Life Support is required for entry into the final year. A minimum cumulative GPA of 3.0/4.0 and no grade less than "C" are mandatory in all required courses.

License Requirements

In order to be eligible for licensure as an intern in Ohio, the student must be enrolled in the College of Pharmacy, must have completed 60 semester hours of college work, be enrolled in the first professional course in the College of Pharmacy directly related to the practice of pharmacy, be of good moral character and apply to the Ohio State Board of Pharmacy. The intern license must be maintained.

To be eligible for licensure as a pharmacist in Ohio, the student must have graduated from a school or college of pharmacy approved by the Board of Pharmacy, completed 1,500 hours of internship experience, successfully undergone a criminal background check and successfully passed the National American Pharmacist Licensure Examination (NAPLEX) after graduation.

For more details on these licensure requirements the student should contact the Ohio State Board of Pharmacy directly at 614-466-4143 or at <http://www.pharmacy.ohio.gov/>. For students wishing licensure in other states, the Board of Pharmacy in that state should be contacted directly.

General Entry Requirements

For Transfer Students and Degree Holders

Transfer students and students who already have a college degree will be admitted to fill vacancies in the first year, second year and the beginning of the third year. Minimum standards to receive an application to the College of Pharmacy include a 3.0/4.0 accumulative GPA with no grade below a “C” (a “C-” is not acceptable). If the applicant has attended more than one institution, an overall GPA will be calculated using quality points and quality hours from each institution.

Withdrawal from Advanced Pharmacy Practice Experiential Courses

Withdrawals from an advanced pharmacy practice experiential course will not be granted after the course begins, unless approval is granted by petitioning to the Director of Experiential Education. Either the student or the preceptor may request a withdrawal. Withdrawals may be granted by the Director of Experiential Education for two reasons:

- a. Unsatisfactory clinical education experience - According to the Director of Experiential Education, the experience does not meet the educational needs of the student or provide a safe learning environment.
- b. Exceptional change to personal circumstances - The student has experienced the birth or adoption of a child, has to care for an ill family member and/or has developed a serious health condition or other acceptable documented reason during the semester of the scheduled experience.

A student whose appeal is denied will receive the grade she/he earns for the course as assigned by the preceptor.

Degree Requirements

Students receiving a *Doctor of Pharmacy degree* are required to complete the following courses: three hours of general education courses from social science, foreign language/culture and fine arts; HPE 100; ENGL 106, 107 or 206, 272; MATH 123, 141 and 142; one course from CSCI 150, 190, COMM 110 or 211 (or competency exam); PHIL 221; BIOL 152, 152L, 300, 302, 310, 310L, 322, 322L, 323, 323L, 412, 412L; CHEM 130, 130L, 131, 131L, 310, 310L, 311, 311L, 400; NSCI 323; PHYS 260; PHAR 251, 350, 351, 361, 362, 362L, 370, 460, 463, 466, 470, 473, 476, 491, 492, 550, 553, 560, 563, 566, 590, 591, 592, 599; and 36 hours from PHAR 701-709. In addition, Doctor of Pharmacy students are required to take an additional 14 semester hours of professional electives.

Doctor of Pharmacy Courses (PHAR)

501 MEDICINAL HERBS

2 semester hours

Prerequisites: PHAR 351, 362, 370, CHEM 400, NSCI 323, BIOL 302, and a P5 student

This course prepares the student to understand and recognize the popular herbs used by the general population. Students will learn the pharmacological uses and the various formulations that are available for the most common herbs. Specific emphasis will be placed on herbal-drug interactions.

- 502 HISTORY OF PHARMACY 2 semester hours
Prerequisites: PHAR 460, 463, 466, 470, 473, 476, 491, 492
This course introduces the student to the history of pharmacy. It describes the roots of the profession but focuses on American pharmacy in the last century. It is especially concerned with the roots of the patient care initiative in pharmacy and the implications those ideas have for the future of the profession.
- 503 AN INTRODUCTION TO HOSPITAL PHARMACY PRACTICE 2 semester hours
Prerequisites: PHAR 460, 463, 466, 470, 473, 476, 491, 492
This course introduces pharmacy students to hospital pharmacy practice. It specifically reviews the many roles that a hospital pharmacist may assume and is intended to prepare students for their required hospital-based clinical rotations, hospital-based clinical residencies, as well as potential careers in hospital pharmacy practice.
- 505 INTRODUCTION TO PALLIATIVE CARE 2 semester hours
Prerequisites: PHAR 460, 463, 466, 470, 473, 476, 491, 492
This course is an introductory course to the discipline of palliative and end-of-life care. This course addresses the care of the dying patient, including physical, emotional and spiritual aspects.
- 506 DIRECTED RESEARCH IN PHARMACY 1 to 3 semester hour(s)
Prerequisite: permission of the instructor based on a proposal submitted by the student
This course allows faculty and students to explore topics in the field of pharmacy. Students will work independently with faculty guidance to achieve specific goals. This course may be repeated for up to six semester hours.
- 507 GERIATRICS FOR PHARMACISTS 2 semester hours
Prerequisites: PHAR 460, 463, 466, 470, 473, 476, 491, 492
This course prepares the student to effectively manage the therapy of geriatric patients. Special attention is paid to the pharmacokinetics of the geriatric population and the drug delivery systems necessary to provide proper care to this population.
- 511 ADVANCED SELF-CARE PHARMACY I 2 semester hours
Prerequisites: PHAR 460, 463, 466, 470, 473, 476, 491, 492
This course is one of two courses that will prepare students to manage self-care therapies in patients including non-prescription medications, complementary and alternative therapies, non-pharmacologic treatments, diagnostic tests and medical devices. Through instruction, self-study, case studies and hands-on patient interview and assessment practice sessions, students will learn how to assess a patient's health status, determine whether self-care is appropriate, recommend appropriate self-care measures and counsel on the proper use of the therapy or device. Course topics include, but are not limited to, dermatologic ailments, cough and cold symptoms and pain management.
- 512 ADVANCED SELF-CARE PHARMACY II 2 semester hours
Prerequisites: PHAR 460, 463, 466, 470, 473, 476, 491, 492
This course is one of two courses that will prepare students to manage self-care therapies in patients including non-prescription medications, complementary and alternative therapies, non-pharmacologic treatments, diagnostic tests and medical devices. Through instruction, self-study, case studies and hands-on patient interview and assessment practice sessions, students will learn how to assess a patient's health status, determine whether self-care is appropriate, recommend appropriate self-care measures and counsel on the proper use of the therapy or device. Topics include, but are not limited to, asthma, diabetes and nutritional supplements.
- 513 ADVANCED PRESCRIPTION COMPOUNDING 2 semester hours
Prerequisites: PHAR 350, 361, 362, 362L
This is a study in advanced extemporaneous prescription compounding with an emphasis on physico-chemical considerations, stability and compatibility and dosage forms preparation. It also addresses principles of appraisal, comparison and selection of appropriate actives, diluents, excipients and other components necessary to prepare appropriate dosage forms.

- 520 COMPREHENSIVE DIABETES MANAGEMENT FOR THE PHARMACIST 2 semester hours
Prerequisite or concurrent: PHAR 473
 This course provides an advanced understanding of the principles of diabetes management, moving beyond basic pharmacotherapy of this disease state to include management information from the disciplines of nursing, medicine, behavioral psychology, medical nutrition therapy and exercise physiology.
- 530 MEDICATION THERAPY MANAGEMENT 2 semester hours
Prerequisites: PHAR 460, 463, 466, 470, 473, 476, 491, 492
 This course will provide the student with an in-depth, working knowledge of Medicare Part D, with an emphasis on medication therapy management (MTM) services. Through self-study modules, case studies and hands-on patient interview and assessment practice sessions, students will strengthen existing skills needed to develop and implement MTM services in community pharmacies.
- 549 SPECIAL TOPICS IN PHARMACY 1-4 semester hour(s)
Prerequisites: PHAR 460, 463, 466, 470, 473, 476, 491, 492
 This course will provide the pharmacy student the opportunity to expand his or her knowledge base from the required curriculum by exploring special interest areas within the profession of pharmacy. The course may include, but is not limited to, exploration of clinical controversies, unique areas of pharmacy practice, pharmaceutical industry topics, the impact of pharmaceuticals on the environment and marketing of pharmacy services. Course is repeatable, if topic is different.
- 550 PHARMACY ADMINISTRATION 5 semester hours
Prerequisite: PHAR 553
 This course acquaints the student with the policies and programs encountered in the practice of pharmacy. Special attention is paid to Ohio and federal law as it relates to the practice of pharmacy. This course also is an introduction to the business aspects of pharmacy and the American health care system. Details of health care financing schemes and issues of the provision of public health are presented.
- 553 PHARMACOECONOMICS 3 semester hours
Prerequisites: PHAR 351, NSCI 323
 The course prepares the student for supporting the value of pharmaceutical therapies and services in the health care marketplace. Careful attention is paid to the evaluation of health care outcomes in the context of various cost-effectiveness analyses.
- 560 PHARMACOLOGY, PATHOPHYSIOLOGY AND THERAPEUTICS
 OF NEUROLOGIC DISORDERS 4 semester hours
Prerequisites: PHAR 351, 361, 370, BIOL 300, 302, 310, 412, CHEM 400, NSCI 323
 This course prepares the student to manage the drug therapy of diseases covered under neurological disorders. The course is taught in an interactive style and integrates pharmacology, medicinal chemistry, pharmacokinetics, pathophysiology and therapeutics. Over-the-counter and herbal therapies are specifically included.
- 563 PHARMACOLOGY, PATHOPHYSIOLOGY AND THERAPEUTICS
 OF HEMATOLOGY/ONCOLOGY 4 semester hours
Prerequisites: PHAR 351, 361, 370, BIOL 300, 302, 310, 412, CHEM 400, NSCI 323
 This course prepares the student to manage the drug therapy of diseases covered under hematology and oncology. The course is taught in an interactive style and integrates pharmacology, medicinal chemistry, pharmacokinetics, pathophysiology and therapeutics. Over-the-counter and herbal therapies are specifically included.

- 566 PHARMACOLOGY, PATHOPHYSIOLOGY AND THERAPEUTICS
OF INFECTIOUS DISEASES 4 semester hours
Prerequisites: PHAR 351, 361, 370, BIOL 300, 302, 310, 412, CHEM 400, NSCI 323
This course prepares the student to manage the drug therapy of diseases covered under infectious diseases. The course is taught in an interactive style and integrates pharmacology, medicinal chemistry, pharmacokinetics, pathophysiology and therapeutics. Over-the-counter and herbal therapies are specifically included.
- 590 PHARMACY CULMINATING RESEARCH EXPERIENCE 2 semester hours
Prerequisites: PHAR 460, 463, 466, 470, 473, 476, 490, 491, 492 and P5 status
This course requires the student to develop a research project in concert with a member of the College of Pharmacy faculty. The students will examine any valid pharmacy question. Each student will be required to submit his or her research project for poster presentation, podium presentation or written publication in a professional recognized venue.
- 591 INTERMEDIATE PRACTICE EXPERIENCE I 1 semester hour
Prerequisites: completion of all the required courses of the second professional year and all experiential program requirements
Students involved in experiential education are engaged in structured, practice-related activities where knowledge gained from didactic education is coupled with a professional attitude and skills training, which results in the development of an entry-level pharmacist. PHAR 591 and 592 are designed to build upon the early practice experiences in the community and/or institutional settings. Students will be expected to participate in the dispensing aspects of pharmacy with an integration of patient problem-solving and analysis. Students will be required to obtain 100 hours of pharmacy experience during their third professional year (50 hours during PHAR 591 and 50 hours during PHAR 592). Students will also be expected to submit appropriate documentation of the completion of 20 hours of community service completed after the beginning of the first professional (P3) year.
- 592 INTERMEDIATE PRACTICE EXPERIENCE II 1 semester hour
Prerequisites: completion of all the required courses of the second professional year and all experiential program requirements
Students involved in experiential education are engaged in structured, practice-related activities where knowledge gained from didactic education is coupled with a professional attitude and skills training, which results in the development of an entry-level pharmacist. PHAR 591 and 592 are designed to build upon the early practice experiences in the community and/or institutional settings. Students will be expected to participate in the dispensing aspects of pharmacy with an integration of patient problem-solving and analysis. Students will be required to obtain 100 hours of pharmacy experience during their third professional year (50 hours during PHAR 591 and 50 hours during PHAR 592).
- 599 APPLICATION OF PHARMACY PRACTICE 5 semester hours
Prerequisites: PHAR 460, 463, 466, 470, 473, 476, 491, 492 and P5 status
This course requires the student to apply the material from previous courses to describe, optimize and critique drug therapy. The student will present this information in writing and verbally. Activities include case presentations, reviews of the literature, literature critiques and other formats. Students will also be required to demonstrate proficiency in medication history, patient counseling and communication skills. Students must demonstrate a good working knowledge of material required for completion of rotations and the NAPLEX exam. The final examination covers the entire curriculum. Passage is required for entry into the senior year.
- 701-710 PHARMACY PRACTICE EXPERIENCE 4 semester hours
Prerequisite: completion of all professional courses in the first five years
Rotations for the pharmacy practice experience includes a required two-month rotation each for advanced institutional/general medicine and ambulatory/advanced community pharmacy, one required two-month special populations rotations (e.g. geriatrics, pediatrics, critical care) and three months of rotations chosen from a list of electives. Some possibilities for one-month elective rotations include nuclear pharmacy, toxicology, neonatology, cardiology, drug information, compounding and infectious disease. Each course may only be completed once for credit.



Doctor of Physical Therapy

Dean of the College of Health Professions: Koepke

Chair: Frampton

Professors: Bouillon, Yaggie

Associate Professors: Carroll, Frampton, George

Associate Clinical Professors: VanZant, Volansky

Assistant Professors: Encheff, Toney, Walsh, Weaver

Program Options

The Physical Therapy Program offers two options, Traditional and Weekend College (WEC). The Traditional Program is a six year program with a bachelor's degree being received at the end of the fourth year and a Doctor of Physical Therapy degree received after the sixth year. The Weekend College Program is designed for individuals who are licensed physical therapist assistants with completed baccalaureate degrees. After successful completion of less than three years of graduate study, students in the WEC Program also receive a Doctor of Physical Therapy degree.

Mission and Goals of the Program

The mission of the physical therapy programs at The University of Findlay is to prepare ethical, entry-level practitioners who are competent within and sensitive to the dynamic health care environment as it relates to the prevention and alleviation of movement dysfunction.

Traditional Physical Therapy Program

The mission of the Traditional Physical Therapy Program is to provide entry-level physical therapist education to traditional students within a supportive, student-centered environment. The curriculum emphasizes lifelong learning, critical thinking, the Nagi Disablement Model and service to the community.

Upon completion of the Traditional Physical Therapy Program at The University of Findlay, the graduate will be prepared to:

- I. Integrate theoretical knowledge and practical clinical skills in order to engage in the autonomous practice of physical therapy at the entry level.
- II. Work as a generalist practitioner with the ability to practice in a variety of settings, geographical locations and roles.
- III. Engage in self-motivated, lifelong learning.
- IV. Exhibit professional behaviors that include ethical conduct, professionalism, critical thinking and problem solving, safe performance, self-development and effective communication.
- V. Demonstrate an awareness of the value of service to the profession and to the community.
- VI. Demonstrate an awareness of individual and cultural differences and psychosocial factors, which may affect human function and quality of life across the lifespan.
- VII. Use critical thinking and problem-solving skills in clinical practice and research.

Degree Requirements

In the Traditional Physical Therapy Program, students take three years of prerequisites, then three years of professional study, for a total of six years. At the end of the fourth year, students receive a Bachelor of Science degree in health sciences-pre-physical therapy emphasis. After successful completion of the sixth year, students receive a Doctor of Physical Therapy degree.

For the Traditional Program, a *major in health science-pre-physical therapy emphasis* consists of HEPR 150, 220; HPE 308; PHED 336; BIOL 322, 322L, 323, 323L; CHEM 130 or 140, 130L or 140L, 131 or 141, 131L or 141L; MATH 123; PHYS 250, 250L, 251, 251L; PSYC 100, 210, 333. The bachelor's degree will be awarded after the first year of graduate-level course work.

The Traditional Program students will continue on and complete a *Doctor of Physical Therapy (DPT)*. The DPT requirements include, PHTH 520, 522, 526, 532, 543, 545, 547, 551, 557, 559, 561, 563, 564, 565, 573, 575, 579, 581, 640, 641, 643, 645, 661, 665, 667, 669, 671, 675, 685, 687, 723, 725, 727, 731, 735, 739, 745; PHTH 616, 636 and 656 or PHTH 628, 648 and 658; HEPR 505, 507, 549.

Accreditation

The Traditional Doctor of Physical Therapy (MPT) Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; accreditation@apta.org; 1-703-684-2782 or 1-703-706-3245.

Admission Requirements

Students may apply for admission to the program in their third year of undergraduate work. Prior to admission, they must have completed all of the University general education requirements and competencies plus the following prerequisites: HEPR 150, 220; PSYC 100, 210, 333. Seven of the following prerequisites, not including labs, should be completed before making application to the program HPE 308; PHED 336; BIOL 322, 322L, 323, 323L; CHEM 130 or 140, 130L or 140L, 131 or 141, 131L or 141L; MATH 123; PHYS 250, 250L, 251, 251L. Descriptions of these courses can be found in The University of Findlay undergraduate catalog. Students must receive a grade of “C” or better in all prerequisite courses. Please note: for students with completed baccalaureate degrees, HEPR 150, the liberal arts prerequisites and competencies are waived.

In addition, the following admission criteria must be met.

1. Minimum overall grade point average of 3.0, and a minimum science prerequisite GPA of 3.0.
2. Complete a total of 100 hours of observation in two different physical therapy settings, with a minimum of 20 hours in each setting.
3. Completion of the Physical Therapy Central Application Service (PTCAS) and Traditional Program supplemental application materials.
4. Criteria such as science GPA, recommendations and experience in the field, community and professional involvement are also considered.
5. Students enrolled at The University of Findlay are given special consideration.

The Physical Therapy Program reserves the right to make program and admission requirement changes without prior notice.

Weekend College Physical Therapy Program

The mission of the Weekend College Physical Therapy Program is to provide an innovative means of providing entry-level physical therapist education to individuals with past education and practice experience as physical therapist assistants. The curriculum emphasizes lifelong learning, critical thinking, an interdisciplinary approach, the Nagi Disablement Model and the principles of androgogy.

Upon completion of the Weekend College Physical Therapy Program at The University of Findlay, the graduate will be prepared to:

- I. Practice as a well-qualified, ethical professional who is able to integrate theoretical foundations with clinical reasoning skills and build upon his or her experiences in order to engage in autonomous practice.
- II. Work as generalist practitioner with the ability to practice in a variety of settings, geographical locations and roles.
- III. Demonstrate a dedication to self-motivated, lifelong learning.

Degree Requirements

In the Weekend College (WEC) Program, the DPT requirements include PHTH 504, 508, 514, 520, 522, 526, 528, 532, 551, 557, 560, 561, 563, 564, 565, 573, 602, 604, 630, 632, 640, 643, 646, 660, 675, 681, 687, 720, 723, 726, 730, 731, 739; PHTH 616, 636 and 656 or PHTH 628, 648 and 658; HEPR 505, 507, 549.

No more than two courses with a grade of “C+,” “C” or “C-” can be used to meet graduation requirements.

Accreditation

The PTA to PT program offered in the weekend college format is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; accreditation@apta.org; 1-703-684-2782 or 1-703-706-3245.

Admission Requirements

Students wishing to apply for admission to the Weekend College Physical Therapy Program must have completed the following prerequisite courses: BIOL 322, 322L, 323, 323L; PHYS 250, 250L, 251, 251L; CHEM 130 or 140, 130L or 140L, 131 or 141, 131L or 141L; MATH 123. Descriptions of these courses can be found in The University of Findlay undergraduate catalog. Students must receive a “C” or better in all prerequisite courses. Five of the seven prerequisite courses should be completed before making application to the program.

In addition, the following admission criteria must be met:

1. Minimum overall grade point average of 3.0 and a minimum science GPA of 3.0.
2. Evidence of having graduated from an accredited PTA program (transcripts may serve as evidence).
3. Evidence of completion of a baccalaureate degree from an accredited institution prior to beginning the professional program.
4. Minimum of one year of work experience as a PTA prior to applying.
5. Completion of the Weekend College Physical Therapy Program application materials.

The Physical Therapy Program reserves the right to make program and admission requirement changes without prior notice.

Doctor of Physical Therapy Courses (PHTH)

504 COMPETENCIES IN PHYSICAL THERAPY

1 semester hour

Prerequisite: admission to the Physical Therapy Program

This is a self-directed course focused on instruction in fundamental skills and assessment of students' entering competency level relative to range of motion assessment, selected physical agents, functional training and assessment of vital signs. Grading for this course is S/U.

508 CHILD AND ADOLESCENT DEVELOPMENT

2 semester hours

Prerequisite: successful completion of the previous term or permission of the PT faculty

This course is an introduction to the study of the development of children and adolescents. Aspects of normal development which are covered are motor, sensory, cognitive, communication and psychosocial. Implications for physical therapists are stressed.

513 MUSCULOSKELETAL SYSTEM II

2 semester hours

Prerequisites: PHTH 407 and 409

This is the second of three courses addressing patient/client management as it relates to the musculoskeletal system. This course focuses on the screening, examination, evaluation, diagnosis, prognosis and physical therapy interventions for selected conditions that may cause impairments and functional limitations in the lower extremities.

- 514 EXERCISE PHYSIOLOGY FOR THE PHYSICAL THERAPIST 3 semester hours
Prerequisite: admission to the Physical Therapy Program
 This course will provide an in-depth study of the principles of exercise physiology of the normal individual across the lifespan, as well as consider how these change when pathology is present.
- 517 NEUROMUSCULAR SYSTEM I 4 semester hours
Prerequisite: PHTH 425
 This is the first of two courses addressing client management as it relates to the neuromuscular system. In addition to screening, examination, evaluation, diagnosis and prognosis, this course emphasizes the theory and application of common neurotherapeutic approaches. These are considered within the context of a client diagnosis of Cerebrovascular Accident (CVA).
- 519 AGENTS AND MODALITIES 4 semester hours
Prerequisites: PHTH 409, 429 and 431
 This course covers physical agents, electrotherapeutic modalities and mechanical modalities. It includes theoretical concepts, rationale for use, effects, indications and contraindications for each agent or modality. There will be supervised laboratory practice to ensure the student learns the safe and efficient use of each agent or modality.
- 520 RESEARCH I 2 semester hours
Prerequisite: admission into the Physical Therapy Program
 This course is an introduction to the research process. Areas to be addressed include information searching, analysis of research literature, epidemiology, hypotheses, research design and an introduction to measurement theory. Students will select an area of research interest/topic.
- 521 COMMUNITY HEALTH 2 semester hours
Prerequisite: PHTH 573
 This course addresses the roles of physical therapists related to community health and wellness in screening, evaluating, educating and consulting. Topics include prevention, fitness, community health needs, community resources and community service. Community wellness will be addressed across the lifespan.
- 522 RESEARCH II 2 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
 This course is the second in a series of five research classes. This course focuses on statistical analyses and composition of components in the research process central to either the case report or the faculty directed project.
- 526 PSYCHOSOCIAL FACTORS IN DISABILITY 2 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
 This course covers the psychosocial factors that may influence the practice of physical therapy. Topics such as psychological and emotional reactions to disability, cultural differences, sexuality and gender issues are explored.
- 528 PATHOLOGY 4 semester hours
Prerequisite: satisfactory completion of Term II of the WEC Physical Therapy Program
 This is a study of body system impairments from disease, injury or congenital abnormalities that relate to movement dysfunction and physical therapy. Systems review and consideration of those signs and symptoms that may require consultation with or referral to another health care provider are also included.
- 532 PRINCIPLES OF THERAPEUTIC EXERCISE 3 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
 This course covers the basic principles of therapeutic exercise for musculoskeletal pathologies and movement dysfunctions.

- 543 INTRODUCTION TO PHYSICAL THERAPY PRACTICE 3 semester hours
Prerequisite: admission into the Physical Therapy Program
 This course provides an introduction to the practice of physical therapy. It includes an introduction to health care delivery systems, roles of health professionals, disability, professional behaviors and ethical principles, as well as a study of the verbal, non-verbal and written communication skills necessary for successful practice.
- 545 LIFESPAN DEVELOPMENT AND PHYSICAL THERAPY 3 semester hours
Prerequisite: admission into the Physical Therapy Program
 This course is the study of normal development throughout the lifespan. Functional movement and implications for the physical therapist are stressed.
- 547 APPLIED PHYSIOLOGY 3 semester hours
Prerequisite: admission into the Physical Therapy or Athletic Training Program
 This course is a study of applied human physiology and physiology of exercise. It includes physiology of body systems with emphasis on metabolic, integumentary, neuromuscular, musculoskeletal and cardiopulmonary systems and also examines the effects of exercise on body systems throughout the lifespan.
- 551 ELEMENTS OF PHYSICAL THERAPY PRACTICE I 2 semester hours
Prerequisite: admission into the Physical Therapy Program
 This course will introduce the student to selected examination and evaluation procedures. Specific tests and measures are presented as well as practiced in a laboratory format.
- 557 FUNCTIONAL ANATOMY AND BIOMECHANICS 4 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
 This course is a study of functional anatomy and biomechanical principles as applied to human movement. This course examines surface anatomy and the functions of the musculoskeletal and peripheral nervous system as they relate to movement. Analysis of movement, gait, functional activities and posture is also incorporated.
- 559 CLINICAL MEDICINE I 4 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
 This course is the first of two with a focus on the etiology, pathology, epidemiology, course, duration, prognosis and clinical picture of common diseases and syndromes affecting the body systems, with emphasis on cardiovascular, pulmonary, gastrointestinal, immune and endocrine systems. This course also includes medical and surgical interventions, as well as a discussion of impairments and functional limitations for those disorders commonly seen in physical therapy.
- 560 MUSCULOSKELETAL IMPAIRMENTS AND FUNCTIONAL LIMITATIONS I 4 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
 This course includes a review of common musculoskeletal impairments associated with the lumbar, thoracic and cervical spine, functional limitations and related diagnoses. It also includes a study of physical therapy evaluation and treatment approaches for these impairments and functional limitations. Emphasis will be on current theory, literature and the physiological effects of these approaches.
- 561 ELEMENTS OF PHYSICAL THERAPY PRACTICE II 3 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
 This course is a continuation of PHTH 551 with additional instruction in tests and measures that are used in the examination and evaluation process. Specific tests and measures are presented and practiced in a laboratory format.
- 563 FOUNDATIONS IN NEUROSCIENCE 5 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
 This course represents an in-depth study of nervous system anatomy and physiology. It also includes pathology, clinical syndromes, plasticity and development of the nervous system. Concepts of sensory-motor integration and motor and postural control are considered. Emphasis is placed on application of neuroscience information to physical therapy practice.

- 564 ANATOMY I 3 semester hours
Prerequisite: admission to the Physical Therapy or Athletic Training Program
This course consists of an in-depth study of the upper-extremity musculoskeletal and peripheral nervous systems of the human body as it relates to function. Viscera of the neck and cardiovascular system will also be covered. Surface anatomy lab will be incorporated throughout the course. Materials will be presented in lecture/lab format with the use of cadaver, anatomical models and human skeletal materials.
- 565 ANATOMY II 3 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
This course consists of an in-depth study of the lower extremity musculoskeletal and peripheral nervous systems of the human body as it relates to function. Viscera of the abdomen, pelvis and perineum will also be covered. Surface anatomy lab will be incorporated throughout the course. Materials will be presented in lecture/lab format with the use of cadaver, anatomical models and human skeletal materials.
- 573 EDUCATION IN PHYSICAL THERAPY 2 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
This course emphasizes teaching and learning theories and principles, learning styles and collaborative learning as well as how to give and receive constructive feedback of education experiences.
- 575 CLINICAL EDUCATION I .5 semester hour
Prerequisite: successful completion of the previous term or permission of the PT faculty
This is the first of five clinical education experiences. The course includes the practical application of material learned in the classroom to actual clinical situations. Students spend one full-time week after spring semester in a clinical setting under the supervision of a licensed physical therapist. Course is graded S/U.
- 579 CLINICAL MEDICINE II 2 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
This course is a study of the etiology, pathology, epidemiology, course, duration, prognosis and clinical picture of common diseases and syndromes affecting the skeletal, articular and neuromuscular systems. It also includes medical and surgical interventions, as well as discussion of impairments and functional limitations for those disorders commonly seen in physical therapy.
- 581 ELEMENTS OF PHYSICAL THERAPY PRACTICE III 3 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
This course is a continuation of PHTH 561 with additional instruction in tests and measures that are used in the examination and evaluation process. Specific tests and measures are presented and practiced in a laboratory format.
- 602 NEUROTHERAPEUTICS I 3 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
This course is a study of common neurological treatment approaches, including neurodevelopmental treatment (NDT), proprioceptive neuromuscular facilitator (PNF), Brunnstrom, Rood and motor control/motor learning theory. It also focuses on impairments, functional limitations and associated orthopedic and neurological diagnoses which may be addressed or alleviated by these approaches.
- 603 MUSCULOSKELETAL SYSTEM III 4 semester hours
Prerequisites: PHTH 407 and 409
This is the third of three courses that cover the musculoskeletal system. This one covers the screening, examination, evaluation, diagnosis, prognosis and physical therapy interventions for selected conditions, which may cause impairments and functional limitations in the spine.

- 604 NEUROTHERAPEUTICS II 4 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
 In this course the student acquires the knowledge and selected skills necessary to solve selected neuromuscular problems. The assessment and treatment processes are presented for clients of any age with neuromuscular practice patterns.
- 616 FACULTY-DIRECTED RESEARCH I 1 semester hour
Prerequisite: successful completion of the previous term or permission of the PT faculty
 This course is the first in a series of three research classes. Focus is on literature review, research design, methodology and data collection. This is a directed study under the supervision of a faculty adviser and will be graded S/U.
- 617 NEUROMUSCULAR SYSTEM II 4 semester hours
Prerequisite: PHTH 517
 This course is a continuation of PHTH 517. Client screening, examination, evaluation, diagnosis, prognosis and intervention are considered within the context of a variety of medical diagnoses, including traumatic brain injury (TBI), multiple sclerosis (MS) and spinal cord injury (SCI). Management of the pediatric patient is also considered.
- 619 PHYSICAL THERAPY SEMINAR 2 semester hours
Prerequisite: satisfactory completion of PHTH 615
 In this course students reflect on their clinical affiliations and discuss a variety of topics related to professional practice. These topics may include difficult or complex patients, reimbursement issues, professional roles, professional development, delegation, risk management, consultation, health reform, managed care or other current topics.
- 621 ADVANCED TOPICS IN PHYSICAL THERAPY 1 semester hour
Prerequisites: PHTH 503, 513, 517, 603 and 617
 This is a flexible elective given as a regular offering or independent study. It is an opportunity for students to engage in an in-depth exploration of an advanced topic or topics in physical therapy. This course is repeatable.
- 623 REHABILITATION TECHNOLOGY, ORTHOTICS AND PROSTHETICS 3 semester hours
Prerequisites: PHTH 503, 513, 517, 603 and 617
 This course is a study of the management of the upper- and lower-extremity amputee. It includes orthotic management of both the orthopedic and neurologic patient. Examination of rehabilitation technologies such as seating and wheelchair systems, assistive devices and computer technology will be covered.
- 628 CASE REPORT I 1 semester hour
Prerequisite: successful completion of the previous term or permission of the PT faculty
 This course is the first in a series of three case report classes. The focus is on case selection, literature review and completion of necessary approval processes both internal and external to the institution. This course will be graded S/U.
- 630 THEORY OF PHYSICAL AGENTS 2 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
 This course encompasses an-depth study of theory, physiologic response and current literature related to physical agents. Clinical implications for the use of physical agents in evaluation, treatment and alleviation of impairments are discussed. Evaluation and treatment of integumentary impairments are presented as well as contemporary wound care treatments. Lab experiences include cold, heat, water, light and ultrasound.
- 632 ELECTROTHERAPY 2 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
 This course provides the student with an understanding of electrotherapeutic methods of evaluation and intervention. The roles of other health care professionals in electrotherapeutic methods are addressed.

- 636 FACULTY-DIRECTED RESEARCH II 1 semester hour
Prerequisite: successful completion of the previous term or permission of the PT faculty
 This course is the second in a series of three research classes. The focus here is on the data analysis, results and discussion sessions of the research paper. This is a directed study under the supervision of a faculty adviser and will be graded S/U.
- 640 CARDIOPULMONARY PHYSICAL THERAPY 3 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
 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.
- 641 MUSCULOSKELETAL SYSTEM I 2 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
 This is the first of two courses addressing patient/client management as it relates to the musculoskeletal system. This first course focuses on the screening, examination, evaluation, diagnosis, prognosis and physical therapy interventions for selected conditions which may cause impairments and functional limitations in the upper extremities.
- 643 MOTOR CONTROL 2 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
 This course involves an in-depth examination of motor control. Factors considered include 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.
- 645 CLINICAL EDUCATION II 3 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
 This is the second of five clinical education experiences. This course includes a six-week, full-time clinical affiliation under the supervision of a licensed physical therapist. It is designed to allow students to gain practical experience related to classroom learning. Course is graded S/U.
- 646 REHABILITATION TECHNOLOGY, ORTHOTICS AND PROSTHETICS 3 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
 In this course, the student acquires the knowledge base and selected skills necessary for the management of orthotics, prosthetics, wheelchair-seating systems, environmental control devices, driver simulators, communication devices, assistive devices and other adaptive equipment. The assessment and treatment processes are presented for clients of any age with specific rehabilitation technology needs.
- 648 CASE REPORT II 1 semester hour
Prerequisite: successful completion of the previous term or permission of the PT faculty
 This course is the second in a series of three case report classes. Focus is on progressive development of the written case report with completion of the case description. This course will be graded S/U.
- 651 ELEMENTS OF PHYSICAL THERAPY PRACTICE II 3 semester hours
Prerequisite: satisfactory completion of Term IV of the Physical Therapy Program
 This course is a continuation of PHTH 551. The processes of examination, evaluation, diagnosis and prognosis are explored through laboratory and classroom experiences. Specific examination procedures are addressed such as balance evaluation and risk for falls, gait analysis and functional performance measures. All of these are considered across the lifespan and across practice settings.

- 656 FACULTY-DIRECTED RESEARCH III 1 semester hour
Prerequisite: successful completion of the previous term or permission of the PT faculty
This course is the third in a series of three research classes. Here students complete their research projects and make formal presentations, both oral and written, on their results. This is a directed study under the supervision of a faculty adviser and will be graded S/U.
- 658 CASE REPORT III 1 semester hour
Prerequisite: successful completion of the previous term or permission of the PT faculty
This course is the third in a series of three case report classes. The focus is on case outcomes, writing the research paper and presentation of findings. This course will be graded S/U.
- 660 MUSCULOSKELETAL IMPAIRMENTS AND FUNCTIONAL LIMITATIONS II 4 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
This is a continuation of PHTH 560. Students will examine musculoskeletal impairments, functional limitations and related diagnoses associated with the extremities. Emphasis will be on the application of evaluation and treatment approaches for these impairments and functional limitations.
- 661 MUSCULOSKELETAL SYSTEM II 7 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
This is the second of two courses addressing patient/client management as it relates to the musculoskeletal system. This course focuses on the screening, examination, evaluation, diagnosis, prognosis and physical therapy interventions for selected conditions, which may cause impairments and functional limitations in the lower extremities and spine.
- 665 CLINICAL EDUCATION III 4 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
This course is the third in a series of five clinical experiences. It includes an eight-week, full-time clinical affiliation under the supervision of a licensed physical therapist. Grading for this course is S/U.
- 667 NEUROMUSCULAR SYSTEM I 4 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
This is the first of two courses addressing client management as it relates to the neuromuscular system. Focus is on examination, evaluation, diagnosis, prognosis and intervention for individuals with non-progressive disorders of the central nervous system throughout the lifespan.
- 669 AGENTS AND MODALITIES 3 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
This course covers physical agents, electrotherapeutic modalities and mechanical modalities. It includes theoretical concepts, rationale for use, effects, indications and contraindications for each agent or modality. There will be supervised laboratory practice to ensure the student learns the safe and efficient use of each agent or modality.
- 671 INTEGUMENTARY 2 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
This course involves an in-depth examination of motor control. Factors considered include the integumentary system. The emphasis is evaluation and treatment of those conditions affecting the normal function of the integumentary system that result in pathologies that lead to disabilities.
- 675 COMMUNITY HEALTH 2 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
Topics covered in this course include wellness, health, prevention and maintenance of fitness, community health needs, community resources and community service.

- 680 ADVANCED TOPICS IN PHYSICAL THERAPY 1 to 2 semester hour(s)
Prerequisite: satisfactory completion of all previous courses in the WEC Physical Therapy Program
 This is a flexible elective given as a regular offering or independent study. It is an opportunity for students to engage in an in-depth exploration of an advanced topic in physical therapy.
- 681 MUSCULOSKELETAL SYSTEM III 2 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
 This is the third of three courses that cover the musculoskeletal system. This course covers the screening, examination, evaluation, diagnosis, prognosis and physical therapy interventions for selected conditions, which may cause impairments and functional limitations in the spine.
- 685 ORTHOTICS AND PROSTHETICS 2 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
 This course considers the management of the individual with upper- or lower-extremity amputations. In addition, the orthotic and prosthetic management of patients with both neurologic and orthopedic difficulties across the lifespan will be addressed.
- 687 HEALTH CARE SYSTEMS 2 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
 This course is a study of global health care structures and systems as they relate to physical therapy. The learner will also explore international health care models, economic issues, payment structures and challenges within the global health care system.
- 688 GRADUATE SEMINAR I .5 semester hour
 This course is the first of a two-part summary class exploring a variety of patient problems. For each problem, students will be expected to identify impairments and functional limitations and design appropriate physical therapy evaluation, diagnosis, prognosis, program planning, documentation and intervention. Investigation of all areas of patient/client care through critical review of literature will be emphasized. Questions regarding ethics and physical therapy practice will be discussed in the context of the students' clinical affiliations.
- 689 GRADUATE SEMINAR II .5 semester hour
 This course is the second part of a two-part summary class exploring a variety of patient problems. For each problem, students will be expected to identify impairments and functional limitations and design appropriate physical therapy evaluation, diagnosis, prognosis, program planning, documentation and intervention. Investigation of all areas of patient/client care through critical review of literature will be emphasized. Questions regarding ethics and physical therapy practice will be discussed in the context of the students' clinical affiliations.
- 690 GRADUATE SEMINAR IN PHYSICAL THERAPY 1 semester hour
Prerequisite: satisfactory completion of PHTH 670, 672, 674 and 676
 As a capstone course, the content of the seminar will integrate clinical practice with professional issues. Students will use situations from clinical experiences to discuss and integrate ethical dilemmas and legal issues. Students will explore their own contribution to the profession and develop professional goals.
- 720 CLINICAL EDUCATION I, INPATIENT 4 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
 This course is a full-time, eight-week clinical experience supervised by a licensed physical therapist in an inpatient setting with emphasis on integumentary, cardiopulmonary and neuromuscular practice patterns. It is designed to provide students with the opportunity to analyze and synthesize current knowledge and experience with clinical practice. In addition, experience with education, management and research is provided, as available. This course will be graded S/U.

- 723 MEDICAL DIAGNOSTICS 2 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
This course will cover basic operational principles and clinical applications of contemporary medical imaging techniques. The course will discuss methods of evaluation medical diagnostics as it relates to clinical physical therapy practice, especially as it relates to differential diagnosis related to all major body systems. Additionally, this course will discuss common laboratory tests and the applications of these test results to physical therapy practice.
- 725 CLINICAL EDUCATION IV 4 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
This is the fourth clinical education experience. It consists of an eight-week, full-time clinical affiliation under the supervision of a licensed physical therapist. Grading for this course is S/U.
- 726 CLINICAL EDUCATION II, OUTPATIENT 4 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
This course is a full-time, eight-week clinical experience supervised by a licensed physical therapist in an outpatient setting with emphasis on musculoskeletal practice patterns. It is designed to provide students with the opportunity to analyze and synthesize current knowledge and experience with clinical practice. In addition, experience with education, management and research is provided, as available. This course will be graded S/U.
- 727 NEUROMUSCULAR SYSTEM II 4 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
This course is the second in a series addressing the management and treatment of clients with disorders of the neuromuscular system. 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.
- 730 CLINICAL EDUCATION III, SPECIALTY 5 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
This course is a full-time, 10-week clinical experience supervised by a licensed physical therapist in a specialty setting chosen by the student (e.g., school system, mental retardation and developmental disabilities (MRDD) facility, sports medicine clinic, skilled nursing facility (SNF), home health agency). It is designed to provide students with the opportunity to analyze and synthesize current knowledge and experience with clinical practice. In addition, experience with education, management and research is provided, as available. This course will be graded S/U.
- 731 PHYSICAL THERAPY SEMINAR 1 semester hour
Prerequisite: successful completion of the previous term or permission of the PT faculty
In this course the students reflect on their clinical affiliations and discuss a variety of topics related to professional practice. These topics may include difficult or complex patients, reimbursement issues, professional roles, professional development, delegation, risk management, consultation, health reform, managed care or other current topics.
- 735 REHABILITATION TECHNOLOGY 2 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
Examination of rehabilitation technologies such as seating and wheelchair systems, assistive devices and computer technology are explored.
- 739 SELECTED TOPICS IN PHYSICAL THERAPY 3 semester hours
Prerequisite: successful completion of the previous term or permission of the PT faculty
This is a flexible elective given as a regular offering or independent study. It is an opportunity for students to engage in an in-depth exploration of an advanced topic or topics in physical therapy. Course is repeatable.

Prerequisite: successful completion of the previous term or permission of the PT faculty

This is the fifth of five clinical education experiences. It includes a 10-week, full-time clinical affiliation under the supervision of a licensed physical therapist. Grading for this course is S/U.



Master of Arts in Education

Dean of the College of Education: McIntosh

Professors: Abell, Anderson, Cain, Cindric, Raker, Rife, Wahrman

Associate Professors: Cameron, Dyer, McIntosh

Assistant Professors: Ackerman-Spain, Brooks, Copas, Forget, Moser, Soboleski, Trusty

Instructor: Recker

Prospective students will be referred to program directors in their focus area.

The Master of Arts in Education at The University of Findlay is built around the theme of “Educational Leadership.” The curriculum seeks to integrate the following: the conceptual basis of teaching, a historical perspective on teaching and inquiry into present practices, issues and shortcomings of the profession, and promising practices. To accomplish educational reform, educators must be leaders, catalysts causing good things to happen in classrooms. To that end, they must work effectively with students, parents and the community.

Mission

The basic mission of the Master of Arts in Education is to enhance the development of teachers, administrators and human resource development specialists so that they are prepared to:

- Examine and develop their own significant role as educational leaders with 21st-century skills;
- Become aware of the variety of family, social service, community and business resources available to educators and develop collaborative plans and/or training materials to provide for perceived needs;
- Foster enhanced communication skills;
- Develop techniques for managing change;
- Reflect on instructional trends, methods and models in a teaching area of choice, selecting those most appropriate for the needs of their student population; and
- Experience the role of educator as researcher.

Degree Requirements

To earn a Master of Arts in Education, students are required to complete 33 semester hours of graduate-level classes in education or related fields. Required core courses total 15 semester hours: EDUC 500, 502, 505, 541 and 552 (culminating project). Students may select the remaining 18 semester hours from strands: AYA/Multi-Age, Children’s Literature, Curriculum and Teaching, Early Childhood, Educational Administration, Educational Technology, Human Resource Development, Intervention Specialist, Reading, Science Education and Middle Childhood. *No more than one course with a grade of “C+,” “C” or “C-” can be used to meet graduation requirements.*

Six semester hours may be taken as electives in Bilingual/Multicultural (BLMC), Business (MBA), HEPR 622 or Environmental Management (ENVM). Students are limited to six semester hours of independent study (EDAD 545, EDCI 545, EDFI 545, EDHR 545, EDIS 545 or EDSP 545) and/or workshop (EDAD 546, EDCI 546, EDFI 546, EDHR 546, EDIS 546 or EDSP 546) credits that may be applied toward their degrees as approved by their adviser.

Workshop credit may be applied to licensure renewal. Additional hours may be required for completion of Ohio licensure or endorsement. Prospective students must make an appointment with College of Education personnel in their area of interest to discuss options and plan a course of study to meet individual career goals.

To earn a Master of Arts in Education in Children’s Literature requires a student to complete the graduate education core and the Children’s Literature Strand: six courses from EDCI 565, EDSP 548, 621, 622, 648, EDUC 514 or 515.

To earn a Master of Arts in Education in Curriculum and Teaching requires a student to complete the graduate education core and the Curriculum and Teaching Strand: six courses from EDAD 570, 574, 586, EDIS 530, EDSP 615, 618, 620 or two COE graduate courses.

To earn a Master of Arts in Education in Educational Administration requires a student to complete the graduate education core and six courses from the Educational Administration Strand: EDAD 568, 570, 572, 574, 576, 578, 584 and 586.

To earn a Master of Arts in Education with a Human Resource Development Strand requires a student to complete the graduate education core and the Human Resource Development Strand: EDHR 641, 642 and 643. In addition the student must complete one of the following:

- Leadership Emphasis: EDUC 650, MALS 665 and HEPR 622 or MBA 610
- Training and Development Emphasis: MBA 610, 620 and 624
- Operational Compliance Training Emphasis: ENVM 520, 570 and 655
- Web Instruction Emphasis: EDFI 560, 565 and 644.

To earn a Master of Arts in Education in Science Education requires a student to complete the graduate education core and the Science Education Strand: six courses from EDSP 603, 604, 605, 606, 607, 608, 609 or 610.

To earn an endorsement in Educational Technology (K-12 classroom teachers) students are required to take 18 hours from EDFI 560, 565, 570, 575, 580 and 585.

To earn a Master of Arts in Education degree with an emphasis in technology without the endorsement, e.g. international students, University personnel, graduate students from the athletic area, requires 18 hours including EDFI 560, and 15 hours from EDFI 562, 564, 565, 567, 570, 575, 580 or 585.

To earn a certificate in training and Web instruction students are required to complete EDFI 560, 565 and 644; EDHR 641, 642 and 643.

To earn a certificate in Web instruction students are required to complete EDFI 560, 565 and 644.

In order to be a program completer at The University of Findlay, post-baccalaureate licensure candidates must successfully complete all aspects of the Post-Baccalaureate Assessment Plan, including all PRAXIS II tests in their area of licensure, maintaining at least a 3.0 GPA and successfully completing all required field experiences, including student teaching. There is also a portfolio requirement at each of the three levels of the Post-Baccalaureate Assessment Plan.

Post-Baccalaureate Licensure

The Post-Baccalaureate Licensure Program is designed for candidates who have earned a bachelor's degree from an accredited institution and desire to become licensed teachers. It is a program that offers entry into the teaching profession by either combining a Master of Arts in Education degree with initial teaching licensure or by completing required course work leading to licensure areas in a non-degree program. Some course work earns graduate credit. However, undergraduate courses may be required for some licensure areas.

Through January 2011 an initial, two-year provisional teaching license is issued by the Office of Certification/ Licensure, Ohio Board of Regents, to persons completing the post baccalaureate program. After January 2011 a four-year resident educator license will be given. The candidate must have completed required courses in the teaching field, education methods courses, classroom field experiences, student teaching and state-required examinations to be eligible for licensure. This initial teaching license is the same license that is issued to the four-year teacher education undergraduate candidates. For more information about licensure and jobs in teaching, candidates should review the Ohio Department of Education Web site: <http://www.ode.state.oh.us/>.

State-Mandated Changes in Teacher Licensure Requirements

The Ohio Department of Education continues to implement new teacher licensure standards for education candidates. In order to be compliant with the new regulations, the Teacher Education Program at The University of Findlay will initiate ongoing changes.

While the faculty and administrative staff of the College of Education make every effort to ensure accuracy of information given to students enrolled in teacher education programs, the College of Education reserves the right to insert without prior notice changes or additions that will improve the quality of these programs. These changes usually result from authorized licensure modifications imposed on the University by the Ohio Department of Education, Ohio Board of Regents and/or National Council for Accreditation of Teacher Education. Updated information will be shared with students in writing and orally in a timely manner. Please contact the chairperson of the Department of Licensure in the College of Education for the most up-to-date information.

Licenses and Endorsements

Licenses available are: Early Childhood (EC); Middle Childhood (MC); Intervention Specialist in Mild/Moderate Disabilities (IS); Adolescent to Young Adult (AYA) - Integrated Social Studies, Integrated Language Arts, Life Science, Integrated Science, Integrated Mathematics; Multi-Age Licenses (MA) - Drama/Theatre, Health, Visual Arts, Japanese, Spanish, Physical Education; Principal and Superintendent.

Available endorsements include: Pre-Kindergarten Special Needs, Reading, Educational Technology, Middle Childhood Generalist (for teaching self-contained fourth to sixth grades), Early Childhood Generalist (for teaching fourth and fifth grades) and TESOL/Bilingual. Note that a student receiving a Master of Arts in Education degree and the reading endorsement (completion of EDFI 535, 543, 650 and 655) will have both the degree and the endorsement appearing on his/her official transcript. This is considered a master's in the field of reading.

Certificates available are:

Training and Web Instruction
Web Instruction

Field Experience Requirements

Candidates for post-baccalaureate licensure will be required to participate in several field experiences throughout their programs. This will vary from program to program, so candidates should discuss the requirement with their advisers or program directors. All candidates for initial licensure are required to complete a methods field experience for six weeks (eight weeks for Early Childhood in preschool setting) while they take their methods courses. This is similar to the junior block in the undergraduate program. Student teaching is a full 12-week experience.

Post-Baccalaureate Assessment and Portfolio Requirements

In order to be a program completer at The University of Findlay, post-baccalaureate licensure candidates must successfully complete all aspects of the Post-Baccalaureate Assessment Plan, including passing all PRAXIS II tests in their area of licensure, maintaining at least a 3.0 GPA and successfully completing all required field experiences, including student teaching. There is also a portfolio requirement at each of the three levels of the Post-Baccalaureate Assessment Plan. The College of Education uses a computer program for lesson planning, portfolio development and other assignments.

Licensure and PRAXIS Exam

Students who currently hold a teaching certificate/license may take specified courses leading to licensure in another area offered by the University. Also, students seeking new licensure may be required to complete a student teaching experience in the new area. Students seeking additional licensure areas may be required to take one or more additional PRAXIS exams. For questions regarding licensure and/or PRAXIS, please contact the Licensure/Certification Office or the PRAXIS Officer at 419-434-4844 or the program director in the licensure area.

Course Sequence/Prerequisites

Post-baccalaureate licensure candidates must begin with EDFI 503, which is the introductory course and EDFI 560 unless those courses have already been taken. If a candidate transfers in EDFI 503, then EDFI 500, an on-line one-semester-hour orientation course is required as an introductions course. Students who transfer the introductory course from another institution must take a one-hour seminar to acclimate them to The University of Findlay's program. Candidates should meet with their adviser to determine the appropriate sequence of courses. Some courses are offered once a year, so advising regarding the sequence is essential.

It is recommended that candidates earning a Master of Arts in Education start the graduate program with EDUC 500, which introduces the theme of Educational Leadership. Candidates must take EDUC 500 before EDUC 541, ending the leadership core with EDUC 552 and EDUC 505 before EDUC 552.

It is recommended that candidates take EDUC 505 toward the end of their studies. Ideas for research projects are likely to come from the elective strand/licensure/endorsement courses. Candidates must have completed at least 18 semester hours of course work in order to enroll in EDUC 505. It is required that candidates follow EDUC 505 with EDUC 552 because their EDUC 505 project will be completed in EDUC 552.

Title II Statement

Mission

The University of Findlay was founded in 1882 as Findlay College by the Churches of God, General Conference, and the city of Findlay. The name was changed in 1989 to The University of Findlay to reflect the dramatic growth of the institution and the addition of graduate programming.

The University of Findlay is a flexible, forward-looking institution that is constantly seeking ways of better serving students and the community. In today's fast-paced world, Findlay is continually adapting programs and teaching methods to meet the needs of current students in preparing them for tomorrow's careers. Education at The University of Findlay is offered in formats that accommodate students of all ages and their time-pressured lifestyles. In addition to traditional weekday classes, Findlay offers courses at night, on weekends and over the Internet.

The mission of The University of Findlay is to equip our students for meaningful lives and productive careers. Our vision is to be recognized by our students, peer institutions and other publics as a unique institution, vitally concerned with the growth, development and success of each student and highly responsive to emerging opportunities for innovation in our educational programs, the learning environment we create and the organizational processes of our institution necessary to accomplish these ends.

College of Education Mission

The mission of the College of Education is to prepare caring, competent, reflective and highly-qualified professionals. The College of Education offers two undergraduate degrees and post-baccalaureate licensure in 16 areas of licensure and five endorsements. The Master of Arts in Education program, which is built around the theme of "educational leadership," offers multiple emphasis areas and five endorsements. The Educational Technology endorsement is only available at the master's level.

Accreditation

The University of Findlay is accredited by the Higher Learning Commission (formerly the North Central Association of Colleges and Schools). Preparatory programs offered by the College of Education for prospective teachers and other school personnel are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the Ohio Board of Regents. Some programs are nationally approved, notably Intervention Specialist, Multi-Age Health, Early Childhood, Education Administration and Middle Childhood.

Teacher Education Vision

To facilitate the mission of the College of Education, members of the faculty in the teacher education program have developed a conceptual framework which reflects their philosophical and pragmatic commitment to experientially-based active learning and meaningful field-based involvement with children and teachers in P-12 schools. Faculty also support and model the integration of technology across the curriculum. Fundamentals, professional knowledge, research and content areas are basic to effective teaching. Pre-service teachers must translate professional understanding, personal beliefs and experience into real-world teaching situations. They must also apply appropriate assessments, practice collaboration, exercise innovation and accommodate for student diversity.

Special Features

- The University of Findlay was the first institution of higher education in Ohio to offer an online technology endorsement through its Master of Arts in Education program.
- Students in The University of Findlay's teacher education program are required to participate in field experiences at each level in the Assessment Plan.
- Our program completers are highly-qualified teachers and/or administrators.

Notable Features and Accomplishments

- The University of Findlay houses the Mazza Museum of International Art from Picture Books. The collection is the first and largest such teaching museum and contains more than 4,000 pieces of original artwork.

Those interested can view The University of Findlay's Title II rankings on its Web site at www.findlay.edu or call Stacy Beard at 419-434-4073.

Educational Administration (EDAD)

545 INDEPENDENT STUDY IN EDUCATIONAL ADMINISTRATION *1 to 5 semester hour(s)*

Individual study is designed to provide the educational leader the opportunity to work individually on professional problems. The student meets with the instructor at prearranged intervals and carries forward an investigation without formal class meetings. This course may be repeated for a total of five hours provided the topics are different.

546 WORKSHOP IN EDUCATIONAL ADMINISTRATION *1 to 6 semester hour(s)*

Workshop topics will vary.

547 SEMINAR IN EDUCATIONAL ADMINISTRATION *3 semester hours*

Seminar topics will vary.

568 THE PRINCIPALSHIP *3 semester hours*

This course is designed to acquaint the student with the necessary professional skills required of an entry-level administrator. The course will provide students with a reasoned understanding of major historical, philosophical, ethical, social and economic influences affecting education in a democratic society. Students will be engaged in application of administrative theories and practices to real life situations. The course will also focus on the responsibility of a school principal to ethically facilitate the education for early childhood, middle childhood, adolescent and/or multi-age pupils, a diverse student population and students with special needs. Students will explore ways to link acquired school district information to improving the school's Continuous Improvement Plan. An understanding of the No Child Left Behind Act will also be developed.

570 CURRICULUM AND INSTRUCTION *3 semester hours*

The course provides an examination of past and present curriculum practices; major groups and individuals in society who influence curriculum; trends and innovations in curriculum; approaches to evaluation of curriculum experiences; professional techniques of curriculum development and the role of pupils, teachers, administrators, parents and other groups in shaping curriculum.

- 572 STUDENT PERSONNEL SERVICES *3 semester hours*
This course provides school administrators with information and skills to effectively organize, manage and provide leadership for the programs, departments and agencies that are associated with student personnel services.
- 574 SUPERVISION AND PROFESSIONAL DEVELOPMENT *3 semester hours*
The course explores supervision and evaluation principles and methods that will enable an administrator to effectively improve classroom instruction. The course includes recruitment, selection, evaluation and professional development.
- 576 SCHOOL FINANCES AND RESOURCES *3 semester hours*
This course will examine the principles and issues of public school finance. Revenues, expenditures, indebtedness and procedures for sound fiscal management are explored. The emphasis is on local and Ohio support models.
- 578 EDUCATIONAL LAW *3 semester hours*
This course includes a study of legislation, interpretation and court decisions affecting the administration of public schools. Legal and ethical principles originating in statutory, judicial and common law relevant to curriculum, contracts, personnel administration, pupils, liability and finance are included.
- 580 INTERNSHIP SUPERVISION *3 semester hours*
This course provides students the opportunity to work in school administration in a public school environment under the joint supervision of a certified school administrator and The University of Findlay. This internship will allow students to observe the functions of central office leaders and supervisors. The student will be involved in instructional supervision, planning, implementing and evaluating in-service activities, professional development, teacher-centered activities and other alternative approaches to staff development. The course will be tailored to meet the professional goals of each student.
- 582 INTERNSHIP ADMINISTRATIVE TASKS *3 semester hours*
This course provides students the opportunity to work in school administration in a public school environment under the joint supervision of a licensed school administrator and The University of Findlay. The internship will allow students to observe the functions of an administrator, assume leadership in planning, implementing and evaluating selected internship experiences, put theoretical knowledge to work and acquire new knowledge and skills in school administration. The course will be tailored to meet the professional goals of the student.
- 584 ORGANIZATION AND ADMINISTRATION OF SPECIAL EDUCATION *3 semester hours*
This course provides school administrators with information and skills to apply special education laws and policies to situations that will be encountered in schools and districts. Major areas of special education will be explored and various approaches to handling problems examined.
- 586 TECHNOLOGY AND ASSESSMENT FOR ADMINISTRATORS *3 semester hours*
This course provides students the opportunity to understand and build database systems that will help them better manage data. Topics included will be basic computer skills for personal and professional management, building databases for a variety of purposes, making professional presentations, assessing P-12 student learning, developing budget projections and tracking student discipline. Participants will develop an awareness of the data collection process used in schools such as Student Information System (SIS), Educational Management Information System (EMIS), eSIS and Data for Student Learning (DASL). Analyzing this data to drive instruction will be an important component. Portions of this course will be instructed with the online learning environment. The course will be tailored to meet the professional goals of the student.
- 610 THE SUPERINTENDENT *3 semester hours*
This course is designed to explore various leadership styles, quality management structures, decision-making skills and approaches to organizational development. The need for the school and community to work collaboratively on a shared vision will be addressed. Students will also explore the responsibilities and challenges of the school district superintendent at the local level.

611 BUILDINGS, GROUNDS AND FACILITIES MANAGEMENT 3 semester hours
School building problems, public relations, finance, school enrollment forecasts, planning and supervising building construction and renovation and the choice of equipment and materials are presented. Efficient use of school facilities is also discussed.

612 SCHOOL AND COMMUNITY RELATIONS 3 semester hours
This course is designed to provide the basics in developing and maintaining cooperative relationships between educational institutions and the community. Students will examine and analyze these institutions and the impact of mass media on public support.

613 COLLECTIVE BARGAINING/DISTRICT FINANCE 3 semester hours
This course centers on issues which arise before, during and after collective bargaining. Topics include organizational efforts, election procedures, collective bargaining law, the negotiation process, contract provisions and the impact of collective bargaining upon the school organization and forecasting a school district's revenue and expenditures in preparation for the collective bargaining session. The course is also designed to give students an overview of staff selection, employee/employer relations and employment practices, standards for school personnel administration, the legal structure and the role of school administrators, board of education members and other professionals who carry out those managerial functions.

614 SUPERINTENDENT INTERNSHIP 3 semester hours
This course is designed to provide the student the opportunity to perform various superintendent functions in a supervised school setting while gaining experience.

Education Curriculum and Instruction (EDCI)

528 ASSESSMENT/EVALUATION FOR MIDDLE CHILDHOOD, ADOLESCENT/YOUNG ADULT AND MULTI-AGE 3 semester hours
Prerequisite(s): EDFI 503 (post-baccalaureate), 504, 560 or permission of the instructor

This course includes the study and design of questioning, test writing, alternative assessments, portfolios, performance assessments, grading systems, interpretation of test results, intervention planning based on test results and formats for evaluation. Also included are methods of reporting assessment results to students, parents, families and local communities. Through a systematic program of interactive activities, students will examine, evaluate and respond to a variety of testing and assessment procedures. Current trends in assessment and testing will be discussed. Students will construct and design tests and/or assessments for a wide range of objectives and performance standards.

529 INTEGRATED MANAGEMENT AND PHILOSOPHY FOR MIDDLE CHILDHOOD, ADOLESCENT/YOUNG ADULT AND MULTI-AGE 3 semester hours
Prerequisite(s): EDFI 503 (post-baccalaureate), 504, 560

This course includes the study of the history, philosophy and structure of middle school, junior high and high school education. Focusing on the needs of young adolescents, classroom environments, development of rules and procedures, discipline policies and management models will be examined. Discussion of interdisciplinary teams, teacher-based guidance, flexible grouping, scheduling, inquiry and collaboration among colleagues, as well as family and community resources will be included.

531 INTEGRATED MATH METHODS FOR MIDDLE CHILDHOOD AND ADOLESCENT/YOUNG ADULT 3 semester hours
Prerequisite(s): EDFI 503 (post-baccalaureate), 504, 560, EDIS 509, EDCI 528 and 529

This course concentrates on ideas, procedures and materials for the teaching of mathematics in middle childhood and high school. Basic concepts are reviewed with emphasis on a variety of effective teaching methods based on the Ohio Mathematics Content Standards. Students will focus on problem solving, critical thinking and application skills. There is a field experience requirement attached to this course. Students will be required to keep logs/journals, prepare lessons and assessments and analyze the classroom and their instruction using College of Education criteria. A second methods course (EDCI 532, 533 or 534) should also be taken if the candidate is seeking a middle childhood license. The Level 2 portfolio requirement is attached to this class for middle childhood candidates.

- 532 INTEGRATED LANGUAGE ARTS METHODS FOR MIDDLE CHILDHOOD AND ADOLESCENT/YOUNG ADULT 3 semester hours
Prerequisite(s): EDFI 503 (post-baccalaureate), 504, 560, EDIS 509, EDCI 528 and 529
 This course includes an overview of the middle childhood and adolescent/young adult reading and language arts curriculum, based on the Ohio Language Arts Content Standards. Included will be an investigation of methods in listening/visual literacy, oral communication, creative dramatics and writing as well as language acquisition and development, grammar, dialects and usage. Students will be required to keep logs/journals, prepare lessons and assessments and analyze the classroom and their instruction using College of Education criteria. A second methods course (EDCI 531, 533 or 534) should also be taken if the candidate is seeking a middle childhood license. The Level 2 portfolio requirement is attached to this class for middle childhood candidates.
- 533 INTEGRATED SCIENCE METHODS/CURRICULUM FOR MIDDLE CHILDHOOD AND ADOLESCENT/YOUNG ADULT 3 semester hours
Prerequisite(s): EDFI 503 (post-baccalaureate), 504, 560, EDIS 509, EDCI 528 and 529
 This course focuses on current practices and innovations in the middle school and high school science curriculum, focusing on the Ohio Science Content Standards. This is a hands-on laboratory course with students participating in science activities for middle childhood. The practical application of science is stressed using various learning styles and emphasizing multiple intelligence strategies. Students will focus on problem solving, critical thinking and application skills. Both specific and general legal obligations of science teaching will be addressed. Students will be required to keep logs/journals, prepare lessons and assessments and analyze the classroom and their instruction using College of Education criteria. A second methods course (EDCI 531, 532 or 534) should also be taken if the candidate is seeking a middle childhood license. The Level 2 portfolio requirement is attached to this class for middle childhood candidates.
- 534 INTEGRATED SOCIAL STUDIES METHODS FOR MIDDLE CHILDHOOD AND ADOLESCENT/YOUNG ADULT 3 semester hours
Prerequisite(s): EDFI 503 (post-baccalaureate), 504, 560, EDIS 509, EDCI 528 and 529
 This course overviews middle childhood and adolescent/young adult social studies content and focuses on the Ohio Social Studies Content Standards for instructional development within the social studies. It includes a survey of current practice and trends, methods and strategies that emphasize hands-on experience, relevant materials, age-appropriate activities, cross-disciplinary planning and teaming. Students will focus on problem solving, critical thinking and application skills. There is a field experience requirement attached to this course. Students will be required to keep logs/journals, prepare lessons and assessments and analyze the classroom and their instruction using College of Education criteria. A second methods course (EDCI 531, 532 or 533) should also be taken if the candidate is seeking a middle childhood license. The Level 2 portfolio requirement is attached to this class for middle childhood candidates.
- 540 CURRICULUM AND DISCOVERY ENVIRONMENTS FOR CHILDREN 3 semester hours
Prerequisite(s): EDFI 503 (post-baccalaureate) and 560 or permission of the instructor
 This course develops an understanding of the benefits of exploration and discovery in a play-based learning environment. Emphasis is placed on learning environments representing the philosophies of Montessori, Reggio Emilia and others. The importance of the teacher's role in the preparation of the physical space and in facilitating learning and development will be stressed, especially as children transition among multiple learning environments. An overview of "best practice" in infant, toddler and early childhood programs will lead students to develop a personal philosophy of early childhood education. This course includes an eight-week pre-school (age 3-5) field experience.
- 542 EARLY CHILDHOOD ASSESSMENT AND OBSERVATION 3 semester hours
Prerequisite(s): EDFI 503 (post-baccalaureate) and 560 or permission of the instructor
 This course is a comprehensive study of screening and assessment tools for use with young children. Topics include the nature of development in young children and its relationship to measurement; the art and science of observation; when and how to select appropriate assessment methods and instruments; administering, scoring, interpreting and reporting assessment results; and the role of tests and ongoing classroom assessment in curriculum planning and instruction. Additionally, students will learn the educator's role as part of an interdisciplinary team.

- 544 DEPENDENT STUDY IN CURRICULUM AND INSTRUCTION 1 to 5 semester hour(s)
 Individual study is designed to provide the educational leader the opportunity to work individually on professional problems. The student meets with the instructor at prearranged intervals and carries forward an investigation without formal class meetings. This course may be repeated for a total of five hours provided the topics are different.
- 546 WORKSHOP IN CURRICULUM AND INSTRUCTION 1 to 6 semester hour(s)
 Workshop topics will vary.
- 547 SEMINAR IN CURRICULUM AND INSTRUCTION 3 semester hours
 Seminar topics will vary.
- 553 GENERAL METHODS FOR ADULT/YOUNG ADULT AND MULTI-AGE 3 semester hours
Prerequisite(s): EDFI 503 (post-baccalaureate), 504, 560, EDIS 509, EDCI 528 and 529
 This course has been developed for candidates seeking either an AYA or a MA license. Through a systematic program of interactive activities, students will examine, evaluate and respond to a variety of general instructional strategies. Current trends in general methods of instruction will be discussed. Students will construct and design instructional strategies for a wide range of content-related objectives and performance standards. The content of this class reflects the requirements for the PLT PRAXIS test at all levels. This course has a field experience component for all students and should be taken the same semester as special methods. The Level 2 assessment is attached to this course.
- 554 FOREIGN LANGUAGE METHODS FOR MULTI-AGE 3 semester hours
Prerequisite(s): EDFI 503 (post-baccalaureate), 504, 560, EDIS 509, EDCI 528 and 529 or permission of the instructor
Concurrent with EDCI 553
 Foreign language methods/management for multi-age licensure includes an overview of the multi-age foreign language curriculum, based on learned society guidelines and Ohio K-12 Academic Content Standards for Foreign Language. Also included will be the investigation of methods, strategies and activities that involve all ages of students in foreign language instruction. A field experience is required.
- 555 DRAMA/THEATRE METHODS FOR MULTI-AGE 3 semester hours
Prerequisite(s): EDFI 503 (post-baccalaureate), 504, 560, EDIS 509, EDCI 528 and 529 or permission of the instructor
Concurrent with EDCI 553
 Drama/theatre methods/management for multi-age licensure includes an overview of multi-age drama theatre methods and management techniques, based on the Ohio K-12 Academic Content Standards for the Fine Arts. Also included will be the investigation of methods, strategies and activities that involve all ages of students in drama and theatre instruction. A field experience is required.
- 557 HEALTH METHODS FOR MULTI-AGE 3 semester hours
Prerequisite(s): EDFI 503 (post-baccalaureate), 504, 560, EDIS 509, EDCI 528 and 529 or permission of the instructor
Concurrent with EDCI 553
 Health methods/management for multi-age licensure includes an overview of multi-age health curricula, based on learned society guidelines from the American Alliance for Health, Physical Education, Recreation and Dance/American Association for Health Education (AAHPERD/AAHE). Also included will be the investigation of methods, strategies and activities that involve all students in health instruction. A field experience is required.
- 558 PHYSICAL EDUCATION METHODS FOR MULTI-AGE 3 semester hours
Prerequisite(s): EDFI 503 (post-baccalaureate), 504, 560, EDIS 509, EDCI 528 and 529 or permission of the instructor
Concurrent with EDCI 553
 Physical education methods/management for multi-age licensure includes an overview of the multi-age physical education curricula, based on learned society guidelines from the American Alliance for Health, Physical Education, Recreation and Dance/National Association for Sport and Physical Education (AAHPERD/NASPE). Also included will be the investigation of methods, strategies and activities that involve all students in physical education instruction. A field experience is required.

- 559 VISUAL ARTS METHODS FOR MULTI-AGE 3 semester hours
Prerequisite(s): EDFI 503 (post-baccalaureate), 504, 560, EDIS 509, EDCI 528 and 529 or permission of the instructor
Concurrent with EDCI 553
 Visual arts methods/management for multi-age licensure includes an overview of the multi-age visual arts curriculum, based on the Ohio K-12 Academic Content Standards for the Fine Arts. Also included will be an investigation of methods, strategies and activities that involve all ages of students in multi-levels of visual arts instruction. A field experience is required.
- 560 INTEGRATING LANGUAGE ARTS AND SOCIAL STUDIES 3 semester hours
Prerequisite(s): EDFI 503 (post-baccalaureate), 504, 560 and EDIS 509 or permission of the instructor
 The course will use the Ohio Social Studies and Language Arts Academic Content Standards to frame language arts and social studies instruction, integrated learning experiences and assessment. The students will plan and implement developmentally and individually appropriate instruction based on knowledge of individual children, the community, curriculum goals and social studies content through the language arts of reading, writing, speaking and listening/visual literacy.
- 565 INTEGRATING LITERATURE AND THE ARTS 3 semester hours
Prerequisite(s): EDFI 503 (post-baccalaureate), 504, 560 and EDIS 509 or permission of the instructor
 The course will use the Ohio Fine Arts Academic Content Standards to frame literature, art, music and creative dramatics instruction. Students will explore the role of children's literature in stimulating language and concept development. The importance of integrating the visual and performing arts, as well as literature, into the curriculum will be modeled and applied. Author studies and thematic teaching are an emphasis.
- 568 INTEGRATING MATH AND SCIENCE 3 semester hours
Prerequisite(s): EDFI 503 (post-baccalaureate), 504, 560 and EDIS 509 or permission of the instructor
 This course will use the Ohio Math and Science Academic Content Standards to frame mathematics and science instruction, integrated learning experiences and assessment. Students will develop an integrated approach to giving young children the opportunity to develop the skills and problem-solving approaches needed for success in math and science. A hands-on, inquiry-based approach is presented and activities that emphasize manipulatives will be explored.
- 572 SOCIAL SKILLS DEVELOPMENT AND BEHAVIOR IN YOUNG CHILDREN 3 semester hours
 This course explores strategies to facilitate positive behavior in young children. Special emphasis is placed on social skills development and on the techniques of behavioral observation and intervention.
- 573 PROGRAM EVALUATION AND PUBLIC POLICY IN EARLY CHILDHOOD 3 semester hours
 This course is designed to allow prospective early childhood educators to become current and articulate regarding early childhood public policy issues at the state and national levels. Students will investigate state and local resources available to support early childhood education and legislative mandates. Students will also develop skills necessary for program development and evaluation.
- 580 CAREER PROFESSIONALISM FOR ADOLESCENT/YOUNG ADULT
 AND MULTI-AGE 3 semester hours
Concurrent with student teaching
 This course provides the springboard from the university setting to the professional workplace, the transition from student to employee. As reflective practitioners, students will be expected to create professional development plans, which they will act upon during the semester. In this course, students will present their completed professional development electronic portfolio and will begin development of an employment portfolio to be used in job interviews. Students will participate in and understand the process of a College of Education clinical assessment during student teaching. Exploration of district-level mentoring programs and examination of a professional teaching contract will prepare them for their Entry-Year Teaching experience. The College of Education Level 3 Graduate Program Assessment is attached to this class.

Concurrent with student teaching

This course will provide the springboard from the university setting to a professional middle-level workplace, the transition from student to middle childhood teaching professional. In this course, which is taken during the student teaching experience, students will investigate and practice the interview process. They will explore educational policy issues at both the state and national levels. Licensure standards, legal rights and responsibilities, professional development, mentorship, teaching contracts and recent education innovations will be discussed. The College of Education Level 3 Graduate Program Assessment is attached to this class.

Education Foundations and Inquiry Courses (EDFI)*Prerequisite: transfer credit for EDFI 503*

This seminar is designed for the candidate at the post-baccalaureate level who has transferred into the program and who needs to fulfill the requirements of Level I Assessments, namely the Special Education Portfolio and the Education Portfolio. The Special Education Portfolio will contain artifacts in all of the following areas: history of special education, special education law and court cases, teams and strategies, IDEA disability categories, classroom observations and a teacher interview. The Education Portfolio is designed to reflect the four domains and 19 criteria that candidates must know for the PRAXIS III and which is developed throughout the program. Candidates will learn how to gather the information for each of the sections and compile the portfolio electronically.

EDFI 503 is the introductory course in the Post-Baccalaureate Program at The University of Findlay. Students will overview multiple education topics, such as development, methods, assessment, motivation and management. In addition, students will explore such issues as teacher licensure requirements, K-12 curriculum standards, school organization, school finance, professional ethics and the state assessment/testing program. A minimal amount of observation in the schools is required (30 hours). The Level 1 portfolio is attached to this course.

Prerequisites: EDFI 503 and 560

This course is designed to offer graduate students an overview of childhood, young adolescent and adolescent development in the major developmental domains. Students will address developmental theories in the context of current research and how to provide opportunities and learning situations that support cognitive, physical, social, emotional, aesthetic and language development of children (birth through age 18). These major developmental domains of children ages 3 to 18 years old will be studied within both social and cultural contexts. Emphasis will be placed on the impact that diversity, family and community have on the domains of development, which calls for awareness of the importance of teamwork and collaboration as a fundamental professional teaching standard. The course prepares teachers for developmentally appropriate practice that supports the learning of each individual, typical and atypical, at every stage of development through childhood (birth through age 18). Graduate students will be able to identify neurobiological, medical and environmental risk factors that may impact a child's development pre-, peri-, postnatally and throughout childhood, as well as describe the characteristics, ideology and prevalence of specific exceptionalities. Teachers are encouraged to become reflective practitioners who understand the relationship between human brain function and all aspects of human behavior and development and who can design and implement developmentally appropriate, innovative teaching strategies in diverse learning environments.

525 PHONICS AND FOUNDATION OF LITERACY

3 semester hours

Prerequisites: EDFI 503 and 560

This course introduces students to the reading process, including the nature and acquisition of language; the relationship between language development and cognition; current and historical perspectives about reading instruction; the interrelationship among the language arts and the relation of prior knowledge, meaning and context to the reading process. Also included are the relationship of the phonemic, morphemic, semantic and syntactic systems of language to the reading process; various word recognition, vocabulary and comprehension strategies used by fluent readers; techniques to create literature environments and support emergent literacy; phonetic principles; oral and written grammar and dialects and language patterns. Students will recognize that developmentally appropriate practice includes the importance of embedding reading instruction in a meaningful context for the purpose of accomplishing specific, authentic tasks or for pleasure; the value of reading aloud to learners and the importance of teaching reading as a process rather than a discreet series of skills to be taught through unrelated activities/exercises. Students will become aware of materials and technology available to teach reading, including basal readers, children's literature, instructional materials used to teach phonics and innovative reading-related software. The professional teaching standards of the Ohio Language Arts Model will be introduced with a focus upon the reading sections.

530 EMERGING LITERACY: LEARNING TO READ

3 semester hours

Prerequisite: EDFI 525

This course is designed to pull together knowledge of developmentally appropriate practice into cohesive literacy programs designed for young children (age 3-8). Topics include introducing literacy to play environments, creating literate primary environments, building thematic units, reading and writing across the curriculum, expository text structures (techniques for non-fiction), accommodating for individual differences and integrating children's literature across the early childhood and primary curriculum. Questioning strategies and study skills appropriate to the age range will also be covered.

535 LITERACY WITH SPECIAL NEEDS POPULATION

3 semester hours

Prerequisites: EDFI 525 and 530

This course is designed to coordinate aspects of developmentally appropriate practice that apply to special education. It is designed to meet the needs of readers rather than imposing prescribed, inflexible programs. The student will understand and accept the importance of reading as a means to learn, access information and enhance the quality of life.

538 CONTENT AREA READING: READING TO LEARN FOR EARLY CHILDHOOD,
INTERVENTION SPECIALIST AND MIDDLE CHILDHOOD

3 semester hours

Prerequisites: EDFI 525 and 530

This course will promote the development of a literate environment that fosters interest and growth in all aspects of literacy in students who know how to read, recognizing that reading develops best through activities that embrace concepts about the purpose and function of reading and writing and conventions of print in all subject areas. Study skills and direct instruction strategies are a special focus of the course.

539 CONTENT AREA READING: READING TO LEARN FOR ADULT, YOUNG
ADULT AND MULTI-AGE

3 semester hours

Prerequisites: EDFI 503 and 560

This is the only reading course for those students who are seeking young adult and multi-age licenses. The course will promote the development of a literate environment that fosters interest and growth in all aspects of literacy in students who know how to read, recognizing that reading develops best through activities that embrace concepts about the purpose and function of reading and writing and conventions of print in all subject areas. Study skills and direct instruction strategies are a special focus of the course.

540 ASSESSMENT AND DIAGNOSIS OF READING DIFFICULTIES 3 semester hours

Prerequisites: EDFI 525 and either 530, 535, 538 or 539

This last course in the reading core focuses upon reading diagnosis and correction techniques. Students will conduct case studies and spend 50 hours with experienced/licensed teachers in clinical remedial reading settings. Topics include interpreting standardized and informal test results, identifying authentic assessments that provide multiple indicators of student progress, developing appropriate interventions, analyzing assessment tools and working effectively with classroom teachers to develop effective classroom or home interventions.

543 RESEARCH IN READING 3 semester hours

Prerequisites: EDFI 525, 540 and either 530, 535, 538 or 539

Students will identify current issues in the teaching of reading in their licensure area and compile a literature review of research pertinent to a selected topic and develop a related action research plan. A seminar format will allow in-depth discussion of the various topics and will allow students to explore moral dimensions and values associated with the teaching of reading. Students will develop an in-service training module on a topic of their choice and present it to the class.

545 INDEPENDENT STUDY IN FOUNDATIONS AND INQUIRY 1 to 5 semester hour(s)

Individual study is designed to provide the educational leader the opportunity to work individually on professional problems. The student meets with the instructor at prearranged intervals and carries forward an investigation without formal class meetings. This course may be repeated for a total of five hours provided the topics are different.

546 WORKSHOP IN FOUNDATIONS AND INQUIRY 1 to 6 semester hour(s)

Workshop topics will vary.

547 SEMINAR IN FOUNDATIONS AND INQUIRY 3 semester hours

Seminar topics will vary.

560 TECHNOLOGY INTEGRATION: INSTRUCTIONAL STRATEGIES AND CLASSROOM MANAGEMENT 3 semester hours

This course focuses on the integration of technology processes and resources for enhancing the teaching and learning process. In addition, it explores educational and management software, productivity tools, emerging technologies (e.g., CD-ROM, laser disc, multimedia/hypermedia and telecommunications), instructional strategies, key issues and trends related to computer technology in the teaching/learning environment. Students design, develop, implement and evaluate instructional units that integrate technology into instructional lessons and units. This course is required for education technology majors.

562 TECHNOLOGY PRODUCTION: DESKTOP MATERIALS MANAGEMENT 3 semester hours

Prerequisite: EDFI 560

This course focuses on the design, development and evaluation of instructional materials using technology tools for production. Skills in the design, development and delivery of effective communications through print, projected and display media are emphasized. Tools for writing, communication, information organization, calculation, desktop presentations, graphics and multimedia production are used to produce K-12 classroom projects. Principles of page layout, typography, graphic placement and organization are applied to the development of materials for all types of classroom materials. (This course is recommended for students with limited technology skills).

- 564 TECHNOLOGY PRODUCTION: TELECOMMUNICATIONS I - VIDEO-BASED PRODUCTION AND DISTANCE LEARNING 3 semester hours
Prerequisite: EDFI 560
 This course focuses on the systematic design and development of effective, efficient and appealing educational video and distance learning resources. Students plan and design informational and instructional sequences, then develop a video. Specifically, students apply storyboarding/scripting, directing, camera techniques, in-camera editing, titling, visual effects and other video techniques to the development of quality video productions. Students explore alternative video-based distance learning platforms. Finally, students design, develop, implement and evaluate instructional units that involve learners in developing projects that incorporate video into the teaching/learning environment.
- 565 TECHNOLOGY PRODUCTION: TELECOMMUNICATIONS II - INTERNET 3 semester hours
Prerequisite: EDFI 560
 This course focuses on the systematic design and development of effective, efficient and appealing educational Internet resources. Students plan and design informational and instructional sequences, then use Web authoring and multimedia tools to develop and manage Internet resources. Specifically, students apply multimedia, computer programming, authoring, screen design and courseware design skills to the development of Web pages. Digitized audio, digitized still and motion video and scanned images are incorporated into Internet projects. Finally, students design, develop, implement and evaluate instructional units that involve learners in developing projects that can be incorporated into Web projects.
- 567 TECHNICAL ISSUES IN EDUCATION TECHNOLOGY: NETWORKING 3 semester hours
Prerequisite: EDFI 560
 This course focuses on technical issues related to networking in school settings. Students establish a plan for building and district networks. In addition, they analyze networking environments (e.g., wiring, services, hardware and software) and conduct network installation, maintenance, repair and upgrades. Issues of interoperability and policy development are also addressed. Finally, students speculate on expansion and enhancement of network systems.
- 570 TECHNOLOGY PRODUCTION: MULTIMEDIA 3 semester hours
Prerequisite: EDFI 560
 This course focuses on the systematic design and development of effective, efficient and appealing educational software and multimedia resources. Students plan and design instructional sequences, then use a computer-based authoring/multimedia tool to develop and deliver the instruction. Specifically, students apply multimedia, computer programming, authoring, screen design and courseware design skills to the development of desktop presentations, information exploration materials and simple linear tutorials. Laser discs, CD-ROM, CD-audio, digitized audio, digitized still and motion video and scanned images are incorporated into multimedia projects. Finally, students design, develop, implement and evaluate instructional units that involve learners in the development of multimedia projects. This course is required for education technology majors.
- 575 TECHNICAL ISSUES IN EDUCATION TECHNOLOGY: TECHNOLOGY INSTALLATION AND MAINTENANCE 3 semester hours
Prerequisite: EDFI 560
 This course focuses on technical issues related to technology installation and maintenance in school settings. Students establish technology guidelines; set up systems and install software; and diagnose, prioritize and troubleshoot problems. In addition, students conduct basic technology maintenance, repair and upgrades. Step-by-step instructions for hardware and software use such as manuals and job aids are developed and/or assessed.

578 CAREER PROFESSIONALISM IN EARLY CHILDHOOD

3 semester hours

Prerequisite: EDCI 570

Concurrent with student teaching

Ohio's performance-based teacher education and licensure standards mandate beginning teachers be skilled in the areas of planning, instruction, assessment, instructional strategies and learning environments. These are four of 10 performance-based areas over which teacher education candidates will be assessed through PRAXIS II to secure the initial two-year provisional license and through PRAXIS III to secure the initial five-year professional license. The Level III portfolio for early childhood licensure is attached to this course.

580 TECHNOLOGY PLANNING AND IMPLEMENTATION

3 semester hours

Prerequisite: EDFI 560

This course focuses on the educational leader's role in planning and implementation of technology in schools. Students explore the development of technology plans including needs assessment, plan development, program implementation, staff development, change management, evaluation and technology leadership. Students evaluate technology plans and make recommendations for revision. They also develop building action plans that include curricular integration, staff development, technology requirements, facilities design, timelines and budgeting aspects. Students explore alternative funding sources for technology and write technology grants to seek funding. Finally, techniques for developing a technology vision and providing school leadership are discussed. This course is required for education technology majors.

585 PRACTICUM IN EDUCATIONAL TECHNOLOGY

3 semester hours

Prerequisites: state of Ohio teaching certificate or license, EDFI 560, 565, 570, 575, 580

This course provides an opportunity for students to participate in observation and teaching in a variety of technology settings including classrooms and labs. Students will design, implement and assess a variety of activities that incorporate technology, such as the use of productivity tools, online resources and curriculum units. Students will communicate regularly with faculty to review progress. Students will explore issues related to adaptive technologies and distance learning.

590 TECHNOLOGY PRODUCTION: ADAPTIVE TECHNOLOGY

3 semester hours

Prerequisites: EDIS 509 and 535

This course focuses on the use of adaptive technologies to meet the special needs of children with exceptionalities. Students explore, evaluate and select adaptive technologies and match resources to individual student needs. Adaptive technologies are incorporated into classroom activities. Students design, develop, implement and evaluate lessons that incorporate adaptive technology.

591 INTERNSHIP IN LICENSURE AREA

3 to 9 semester hours

Prerequisite: satisfactory completion of all required professional education courses

This is an internship for up to 12 weeks in a setting appropriate to licensure area. During this internship candidates will be expected to teach in the content area of their licensure.

644 TEACHING ONLINE

3 semester hours

This course focuses on the distinction between face-to-face teaching and teaching an online course. The student explores philosophy and pedagogy of courses taught over the Internet and learns to cultivate community building and collaborative learning while using the Web as the primary means of communication. The student will learn to use teaching tools to effectively manage, instruct and evaluate students.

650 LITERACY ASSESSMENT, CURRICULUM ALIGNMENT AND DATA ANALYSIS

3 semester hours

This is a field-based course in which candidates examine district grade level data with special emphasis on the assessment and instruction of one group of students. Candidates will work with a literacy specialist to examine the process of short cycle assessment, data analysis and curriculum alignment at the building and district level. The candidate will attend grade-level meetings at which teachers analyze their quarterly assessment data. The candidate will learn how to enter assessment data into one of the technology systems found in Ohio (OASIS). The field experience component in this course is 33 clock hours.

655 INTERNSHIP: READING ENDORSEMENT *3 semester hours*

This course is designed to allow candidates for the reading endorsement who are training for positions as building-level reading teachers to shadow those teachers. Candidates are required to spend 67 hours in this internship. Over this internship and the EDFI 650 course, candidates are required to cover the three grade bands their reading endorsement will prepare them to teach: primary, intermediate and junior high/high school. Placement will be determined accordingly. Shadowing of reading teachers will include, but is not limited to, administering assessment, conducting small remedial reading groups, participating in the building's Intervention Assessment Team, meeting with parents/caregivers/teachers, working with paraprofessionals, examining building-level testing data and teaching in summer school or after school remedial reading classes. During this internship, the candidate must also plan teacher professional development under the supervision of the cooperating literacy specialist.

660 PROFESSIONAL DEVELOPMENT AND ADULT LEARNERS *3 semester hours*

This course will provide literacy specialists-in-training with an in-depth study of research-supported teaching strategies, techniques and methods suitable for adult learners. Participants will explore related topics, such as promoting and sustaining change, examining value-added data for areas of need, analyzing teaching, high-quality professional development, developing learning communities and effective coaching. Participants will be required to develop a series of professional development modules that incorporate strategies and techniques for teaching adult learners.

665 TOPICS IN READING EDUCATION *3 semester hours*

Prerequisites: EDFI 525, 530, 538 and 540

This course will provide teachers specializing in reading education with an in-depth study of a variety of topics related to teaching reading and writing. It will operate like a learning community in that participants will study specific literacy-related books announced in advance. Participants will then co-develop additional requirements based upon their perceived professional development needs and interests. Special emphasis will be on encouraging and supporting participants to become scholars in the teaching of reading. Possible topics include, but are not limited to research-supported teaching strategies, techniques and methods; enhancing writing programs; using value-added data for continuous improvement; the relationship of literature to personal development; working successfully with children who are at-risk; involving families and motivating adolescents to become lifelong readers and writers.

Education Human Resources Development (EDHR)

545 INDEPENDENT STUDY IN HUMAN RESOURCE DEVELOPMENT *1 to 5 semester hour(s)*

Individual study is designed to provide the educational leader the opportunity to work individually on professional problems. The student meets with the instructor at prearranged intervals and carries forward an investigation without formal class meetings. This course may be repeated for a total of five hours provided the topics are different.

546 WORKSHOP IN HUMAN RESOURCE DEVELOPMENT *1 to 6 semester hour(s)*

Workshop topics will vary.

547 SEMINAR IN HUMAN RESOURCE DEVELOPMENT *3 semester hours*

Seminar topics will vary.

641 TRAINING AND DEVELOPMENT IN ORGANIZATIONS *3 semester hours*

The purpose of this course is to provide students with an overview of the human resource professional in training and development, relationships between training and development and other organizational structures and the principles of training design. In addition, this course will explore and discuss organizational issues, training needs and other topics such as: an unprepared work force, diversity, recession and issues generated by the class.

642 INSTRUCTING THE ADULT LEARNER *3 semester hours*

The purpose of this course is to provide the student with an in-depth study of the various teaching strategies, techniques and methods suitable for adult learners that are supported by research and tested in practice. In addition, students will be required to develop and facilitate a model teaching unit, lesson plan or instructional activity that incorporates strategies and techniques for teaching adult learners.

643 ASSESSMENT, CURRICULUM, EVALUATION: TECHNOLOGY INTEGRATION 3 semester hours
The purpose of this course is to provide the student with the necessary skills to effectively deliver instruction and evaluate outcomes predetermined by the organization. The student will define performance requirements and learning outcomes, formulate and implement learning strategies and define and implement evaluation strategies to assess the effectiveness and the impact of learning solutions. Students will also examine ways to aggregate assessment data. Instruction in and use of advanced technologies as a tool for assessing needs, developing curriculum materials and presentations and evaluating training programs will be an expected part of the course development.

Education Intervention Specialists (EDIS)

509 INTRODUCTION TO EDUCATION OF EXCEPTIONAL STUDENTS
IN THE GENERAL CURRICULUM 3 semester hours

Prerequisites: EDFI 503 and 560

This course is an introduction to the philosophical, historical and legal foundations of special education. This includes an understanding of the referral process, assessment and design of Individual Education Plans (IEPs). In addition, this course addresses the characteristics and abilities of the exceptional child, most likely to be served in the regular education classroom, with emphasis on the design and creation of accommodations and modifications that will facilitate successful integration into the regular classroom. Included will be the role of the regular education teacher in collaboration and teaming with the intervention specialist.

525 THE INTERVENTION SPECIALIST'S ROLE IN CONSULTATION AND
COLLABORATION 3 semester hours

Prerequisite: EDIS 509

This course will emphasize teaming and collaboration in order to develop skills that will prepare intervention specialists to communicate, collaborate and consult with individuals with disabilities, parents, teachers and other professionals, administrators and community service personnel in order to facilitate change that will benefit students with disabilities.

530 LEARNING STYLES AND NEEDS: EXCEPTIONAL CHILDREN 3 semester hours
Prerequisite: EDIS 509

This course is a thorough study of the diversity and dynamics of learning styles and needs of children with specific learning and developmental disabilities. Through discussion, research and practicum experiences, students will gain an in-depth understanding of the educational implications of children with differing abilities and learning styles. Theoretical basis, etiology, legal mandate and future perspectives will be considered. Students will learn how to develop and implement a comprehensive accommodation plan for students with mild/moderate disabilities in order to assist in integration in the regular classroom.

535 FAMILIES OF CHILDREN WITH SPECIAL NEEDS 3 semester hours
Prerequisite: EDIS 509

This course gives an in-depth study of the unique needs and experiences of families who have a child with a disability. Centered on active participation and case study, the course will allow students to explore critical periods of transition in the child's life (birth through adulthood) and the implications for the family. Legal mandates will be discussed and skills in family assessment, interviewing techniques, communication and proactive support strategies will be developed.

537 DIAGNOSTIC ASSESSMENT AND PRESCRIPTIVE TEACHING
FOR THE EXCEPTIONAL POPULATION 3 semester hours
Prerequisite(s): EDIS 530 and 535 or permission of the instructor

This course offers advanced application of diagnostic assessment instruments and prescriptive teaching techniques used with special education students. The course includes the evaluation and administration of formal and informal tests. Additionally, prescriptive program plans will be written from the assessment data.

- 538 INSTRUCTIONAL METHODS FOR STUDENTS WITH SPECIFIC LEARNING AND DEVELOPMENTAL DISABILITIES 3 semester hours
Prerequisite: EDIS 530 or permission of the instructor
 This course teaches students how to select and develop instructional strategies and materials for students with developmental handicaps. It also extends knowledge and application of instructional theory through life skill planning. Direct experiences in planning educational programs for individual students will also be covered. This class includes 60 hours of supervised teaching in special education settings.
- 540 ALTERNATIVE APPROACHES: BEHAVIOR MANAGEMENT AND SOCIAL SKILLS DEVELOPMENT 3 semester hours
Prerequisite: EDIS 530 or permission of the instructor
 This course covers the application of behavioral management theory to facilitate learning through preventive measures as well as remedial techniques. Special emphasis on techniques of observation, recording methods, reinforcement principles and analysis of behavior will be based on research cases.
- 543 NEUROBIOLOGY OF LEARNING AND BEHAVIOR 3 semester hours
Prerequisite: EDIS 530
 This course will explore current research and knowledge in the neurobiological basis of learning and behavior, namely memory, attention, cognitive processing, sensory perceptual processes and perceptual motor functions. Students will also explore applications of this research to the classroom.
- 544 VOCATIONAL TRANSITIONS AND CAREER EXPLORATION FOR EXCEPTIONAL CHILDREN 3 semester hours
Prerequisite(s): EDIS 530 and 535 or permission of the instructor
 Graduate students taking this course will learn the components of vocational and career education for the exceptional child. The students will explore and be exposed to the current practices in pre-vocational education, vocational and career assessment and vocational/career education. The role community agencies and ancillary services play in a vocational education program will be examined.
- 545 INDEPENDENT STUDY FOR INTERVENTION SPECIALISTS 1 to 5 semester hour(s)
 Individual study is designed to provide the educational leader the opportunity to work individually on professional problems. The student meets with the instructor at prearranged intervals and carries forward an investigation without formal class meetings. This course may be repeated for a total of five hours provided the topics are different.
- 546 WORKSHOP FOR INTERVENTION SPECIALISTS 1 to 6 semester hour(s)
 Workshop topics will vary.
- 547 SEMINAR FOR INTERVENTION SPECIALISTS 3 semester hours
 Seminar topics will vary.
- 550 INTERVENTION TECHNIQUES: YOUNG CHILDREN WITH DISABILITIES 3 semester hours
Prerequisite: EDIS 509
 Students will study causes of developmental delay in young children and will address issues related to research-supported instructional content and practice, such as techniques for facilitating learning and modifying methods, materials, environments and teaching style to meet needs of the young child with disabilities in an inclusive early childhood program. The Ohio curricula are used to frame content-area instruction. Included are development and evaluation of developmentally appropriate educational plans (IFSP/IEP) and instructional objectives, the effects of cultural perspectives and diversity on effective instruction, the use of assessment to evaluate learning environments. Inclusion models, collaborative teaming and consideration of future environment issues, along with methods of promoting effective adult-child and child-child interactions are investigated. This includes modifying materials and environments to include children with disabilities. Students will develop methods of integrating a child's IEP goals into his/her daily activities and routines, incorporating a multidisciplinary approach into the design of intervention strategies for young children.

Concurrent with student teaching

This is a culminating class for intervention specialists that will address special education policy issues, controversies, legal rights and responsibilities, professional development, licensure standards, mentorship, performance standards and attitudes and values of successful teachers of students with disabilities. Discussion within this class will include engagement in professional activities that can benefit individuals with disabilities and their families, the teacher's ethical responsibility to at-risk students and participation in professional organizations relevant to the field. The Level III portfolio for intervention specialists is attached to this course.

Education Special Programming (EDSP)

545 SPECIAL PROGRAMS INDEPENDENT STUDY

1 to 5 semester hour(s)

Individual study is designed to provide the educational leader the opportunity to work individually on professional problems. The student meets with the instructor at prearranged intervals and carries forward an investigation without formal class meetings. This course may be repeated for a total of five hours provided the topics are different.

546 SPECIAL PROGRAMS WORKSHOP

1 to 6 semester hour(s)

Workshop topics will vary.

547 SPECIAL PROGRAMS SEMINAR

3 semester hours

Seminar topics will vary.

548 MAZZA SUMMER INSTITUTE: CHILDREN'S PICTURE
STORYBOOKS: WINDOWS ON THE WORLD

1 to 6 semester hour(s)

This course is designed to expose teachers, librarians and other community partners to the rich resources for teaching and learning to be found in children's picture books. The institute consists of keynote speeches by well-known and up-and-coming writers and illustrators of children's picture books. In addition, keynote speakers may include editors, reviewers and other scholars in the field of children's literature. Break-out sessions are juried by the Mazza Institute Committee and feature such topics as: ways to use the books of the keynote authors/illustrators in the classroom, thematic teaching using children's illustrated books, making books, writer and illustrator roundtables, what is new in children's literature, using children's literature to meet state standards and focused tours of the Mazza Museum International Art from Picture Books. Since the keynote speakers and break-out sessions change each year, participants may take the institute twice at the graduate level to count in the elective strand of their master of arts in education degree. The institute may also be taken at the post-graduate level (EDSP 648) for continuing education. The structure of the Mazza Summer Institute encourages candidates to research the latest developments in the field of children's literature, observe how the creators of children's books utilize technology, expand their knowledge base about children's literature and its relationship to literacy, develop innovative ways to teach and assess state standards, develop a background in how children's literature reflects multicultural diversity and develop a network of contacts for collaboration related to enhancing the curriculum through literature and author studies.

554 MATHEMATICS TEACHING FOR GRADES 4 AND 5

3 semester hours

Prerequisite: students must hold or be candidates for an Ohio Early Childhood License for PreK-Grade 3

This course delivers specific content and concepts as well as pedagogy for mathematics teaching at the fourth- and fifth-grade levels. Current practices and innovation focusing on Grades 4 and 5 from the Ohio K-12 Mathematics Standards as well as National Council of Teachers of Mathematics Standards (NCTM) levels will be examined. Teaching methods and practices that encourage the development of higher order thinking skills will be stressed. Students will construct and design instructional strategies for content and performance standards at the fourth- and fifth-grade levels and design a two-week integrated, multi-disciplinary unit. Hands-on activities and inquiry and discovery-based practices will be shared and modeled.

555 SCIENCE TEACHING FOR GRADES 4 AND 5 3 semester hours

Prerequisite: students must hold or be candidates for an Ohio Early Childhood License for Pre-K-Grade 3

This course delivers specific content and concepts as well as pedagogy for science teaching at the fourth- and fifth-grade levels. Current practices and innovation focusing on Grades 4 and 5 from the Ohio K-12 Science Standards as well as National Science Teacher Association Standards (NSTA) levels will be examined. Teaching methods and practices that encourage the development of higher-order thinking skills will be stressed. Students will construct and design instructional strategies for content and performance standards at the fourth- and fifth-grade levels and design a two-week integrated, multi-disciplinary unit. Hands-on activities and inquiry and discovery-based practices will be shared and modeled.

556 SOCIAL STUDIES TEACHING FOR GRADES 4 AND 5 3 semester hours

Prerequisite: students must hold or be candidates for an Ohio Early Childhood License for Pre-K-Grade 3

This course delivers specific content and concepts as well as pedagogy for social studies teaching at the fourth- and fifth-grade levels. Current practices and innovation focusing on Grades 4 and 5 from the Ohio K-12 Social Studies Standards as well as National Council of the Social Studies Standards (NCSS) levels will be examined. Teaching methods and practices that encourage the development of higher-order thinking skills will be stressed. Students will construct and design instructional strategies for content and performance standards at the fourth- and fifth-grade levels and design a two-week integrated, multi-disciplinary unit. In addition, this course will also introduce Middle School Philosophy and Organization. Students will develop lesson plans and class activities based on the Child/Young Adolescent Developmental Stages in Grades 4 and 5.

603 BIODIVERSITY OF NORTHWEST OHIO 3 semester hours

Biodiversity of Northwest Ohio is a course that will help teachers take their classes into the schoolyard or natural area and give them the basic tools they need to identify common plants, insects, birds and miscellaneous invertebrates in this area. Collection and preservation techniques, as well as ethics of collecting and research will be included. Opportunities for educators to incorporate content into hands-on activities and methodologies to enhance conceptual understanding and assimilation are part of the course work. State of Ohio standards, benchmarks and indicators at the Pre-kindergarten to grade 12 (P-12) levels across curricular areas will be addressed, as well as national science standards where appropriate.

604 SCIENCE AND TECHNOLOGY FOR EDUCATORS 3 semester hours

Science and Technology is an individually designed, online course that can be tailor-made for the teacher regarding content focus. It will require the teacher to produce materials for use in his/her classroom, as well as work with available online resources. Teachers will choose two content areas to use as a focus. Opportunities for educators to incorporate content into hands-on activities and methodologies to enhance conceptual understanding and assimilation are part of the course work. Technological tools are employed for the purpose of scientific inquiry as a supplement to the content. State of Ohio standards, benchmarks and indicators at the P-12 level across curricular areas will be addressed, as well as national science standards where appropriate.

605 OCEANUS: THEMATIC TEACHING 3 semester hours

Oceanus is an interdisciplinary and integrated science course focusing on the ocean as a theme. The content is offered to convey global science concepts. It includes video casts augmented by multimedia presentation in a lecture format. Technological tools are employed for the purpose of scientific inquiry as a supplement to the content. Opportunities for educators to incorporate content into hands-on activities and methodologies to enhance conceptual understanding and assimilation are part of the course work. State of Ohio standards, benchmarks and indicators at the P-12 level across curricular areas will be addressed, as well as national science standards where appropriate.

606 ECOSYSTEMS AND SOCIETY FOR EDUCATORS

3 semester hours

This course is based on hands-on, discovery-based workshops facilitated by various nationally recognized organizations. Workshops for Project WET, Project Learning Tree, Project WILD/WILD Aquatic and other excellent activity/field curriculum guides and training to use them will be the framework for this class. Technological tools are employed for the purpose of scientific inquiry as a supplement to the content. Opportunities for educators to incorporate content into hands-on activities and methodologies to enhance conceptual understanding and assimilation are part of the course work. State of Ohio standards, benchmarks and indicators at the P-12 level across curricular areas will be addressed, as well as national science standards where appropriate.

607 ASTRONOMY FOR TEACHERS AND NATURALISTS

3 semester hours

This course will provide content specific to educators that will use astronomy as part of their teaching or presentations to the public. The focus of the course will be to provide: field trips to area planetariums, night sky viewing led by retired astrophysicists and other area experts, daytime astronomy topics (spectra and spectroscopes, sundials, myths, legend and literature tie-ins, Native American lore, moon and other celestial bodies studies, solar system, origin of universe, telescopes, historical astronomy). The students will develop activities for classroom/nature center use. Field-specific content will be delivered via the Internet and research, CD-ROM media and an astronomy text. Science education methodology for multi-age (P-12 and public) is used as a supplement to the content. Opportunities for educators to incorporate content into hands-on activities and methodologies to enhance conceptual understanding and assimilation are part of the course work. State of Ohio standards, benchmarks and indicators at the P-12 level across curricular areas will be addressed, as well as national science standards where appropriate.

608 SCIENCE AS A WAY OF KNOWING/INQUIRY-BASED SCIENCE INSTRUCTION

3 semester hours

This course takes a historical look at science as a discipline, examines major changes and concepts and focuses on physical/earth systems science domains as opposed to life science. Integration of best practice inquiry-based science instruction demonstrated with numerous classroom activities will be included. Technological tools are employed for the purpose of scientific inquiry as a supplement to the content. Opportunities for educators to incorporate content into hands-on activities and methodologies to enhance conceptual understanding and assimilation are part of the course work. State of Ohio standards, benchmarks and indicators at the P-12 level across curricular areas will be addressed, as well as national science standards where appropriate.

609 ADVANCED METHODS IN TEACHING HIGH SCHOOL SCIENCE

3 semester hours

This course will provide opportunities for teachers to encourage their students to ask questions, make discoveries, gather data, analyze explanations and communicate scientific arguments which are key ingredients in a classroom where vibrant inquiry is taking place. The Teaching High School Science library will help new and veteran science teachers integrate national science standards and inquiry learning into their curricula. Showing science classrooms around the country, the modules cover topics in life science, physical science, Earth and space science and integrated science. They also show a range of teaching techniques and student/teacher interaction.

610 MODERN CONCEPTS IN LIFE SCIENCE

3 semester hours

This is a professional development course focusing on the life science content. Great advances have been made in the field of biology in recent decades that will continue to have a major impact on our lives. This course will update teachers' content knowledge and understanding of recent advances in life science. Technological tools are employed for the purpose of scientific inquiry as a supplement to the content and viewing of a set of video-casts is part of the content presentation. Opportunities for educators to incorporate content into hands-on activities and methodologies to enhance conceptual understanding and assimilation are part of the course work. State of Ohio standards, benchmarks and indicators at the P-12 level across curricular areas will be addressed, as well as national science standards where appropriate.

615 DIFFERENTIATED INSTRUCTION

3 semester hours

This course has been designed to assist classroom teachers to develop elements of differentiated instruction. This course will provide an overview to the application of differentiated instruction for all grade levels while focusing on the Ohio content standards. It includes a survey of current practice and trends, methods and strategies that emphasize systematic and sequential organization for differentiation, as well as hands-on experiences, relevant materials, age-appropriate activities, cross-disciplinary planning and teaming. Candidates will focus on problem solving, critical thinking and application skills. Candidates will be required to keep logs/journals, prepare materials, assignments and assessments and analyze the classroom, their students and their instruction using multiple criteria. There will be a heavy emphasis on technology-supported instruction.

618 INTEGRATING THE HUMANITIES

3 semester hours

Through a systematic program of interactive activities, students will investigate and explore elements of the humanities including visual arts, music, dance, theatre, literature, architecture, etc. An extensive resource base will be developed. Students will select and integrate humanities activities to enhance and expand history, literature, reading, science and social studies instruction, as well as other related content areas.

620 GRANT WRITING

3 semester hours

This course will provide opportunities for educators and other human service professionals to explore the world of external funding. As participants, students will brainstorm ideas for successful grants, learn of viable funding sources, discuss essential elements of a winning proposal and conclude by writing their own small grant proposal. Students are encouraged to submit written proposals to funding agencies incorporating concepts studied in previous graduate courses.

621 WRITING FOR CHILDREN

3 semester hours

This course introduces students to the process of writing books for children. Topics covered include how to write the literary elements (characters, settings, plot, subplot, theme, point of view) effectively. Students will also explore literary techniques and devices. All students will work on their own writing throughout the course and will critique each other's work. Attention will also be paid to the publishing processes and to support systems that are available to new writers.

622 TOPICS IN CHILDREN'S LITERATURE

3 semester hours

This course will allow students to engage in an in-depth examination of topics related to children's literature. Topics could be, but are not limited to, storytelling, multicultural literature, historical children's books, in-depth genre study (poetry, realistic fiction, fantasy, informational) or literature by a particular author. Students may read an identified book together, such as a book on storytelling or a series of books by a particular author. Projects will be determined by individuals in collaboration with the professor in an attempt to maximize the flexibility of the course to meet individual needs and interests, allowing participants to become scholars in children's literature.

648 ADVANCED MAZZA SUMMER INSTITUTE: CHILDREN'S PICTURE
STORYBOOKS: WINDOWS ON THE WORLD

1 to 6 semester hour(s)

This course is designed to expose teachers, librarians and other community partners to the rich resources for teaching and learning to be found in children's picture books. The institute consists of keynote speeches by well-known and up-and-coming writers and illustrators of children's picture books. In addition, keynote speakers may include editors, reviewers and other scholars in the field of children's literature. Break-out sessions are juried by the Mazza Institute Committee and feature topics such as: ways to use the books of the keynote authors/illustrators in the classroom, thematic teaching using children's illustrated books, making books, writer and illustrator roundtables, what is new in children's literature, using children's literature to meet state standards and focused tours of the Mazza Museum of International Art from Picture Books. Since the keynote speakers and break-out sessions change each year, participants may take the institute at the post-graduate level multiple times for continuing education. The structure of the Mazza Summer Institute encourages candidates to research the latest developments in the field of children's literature, observe how the creators of children's books utilize technology, expand their knowledge base about children's literature and its relationship to literacy, develop innovative ways to teach and assess state standards, develop a background in how children's literature reflects multicultural diversity and develop a network of contacts for collaboration related to enhancing the curriculum through literature and author studies. Candidates in the advanced institute will also prepare a break-out session for the following year's institute, allowing them to become educational leaders.

Education Courses (EDUC)

500 BEING AN EDUCATIONAL LEADER

3 semester hours

This course provides an orientation to the graduate program. Characteristics of the educational leader, the importance of self-reflection and one's role as an educational leader in the profession will be examined. Such topics as understanding self and relating to others, interpersonal styles, work team effectiveness and resolving interpersonal conflict and problem solving will be covered throughout the course.

502 COLLABORATION: EDUCATION AND COMMUNITY

3 semester hours

Understanding ourselves is the first step to working effectively with children and their parents. Next, a historical perspective on the trends and issues that have influenced education leads to today's issues of communication, collaboration and consultation in the education community. Resources available in the community for both teachers and parents of children with special needs are also explored.

505 RESEARCH FOR THE EDUCATIONAL LEADER

3 semester hours

Prerequisite: 12 hours of graduate work at The University of Findlay

Research appropriate to the teaching profession will be reviewed and critiqued. Topics appropriate for research will be explored. Methodologies for conducting quantitative and qualitative research will be introduced, studied and applied.

514 CHILDREN'S LITERATURE ACROSS THE CURRICULUM

3 semester hours

This course presents ways in which selections of the best in children's literature can be integrated with such curricular areas as art, language arts, mathematics, music, reading, social studies and science to enable educational leaders to provide their students with enjoyable experiences that promote an increased understanding not only of academic subjects, but also of the world around them. Discussion questions and activities are developed by the students in this course.

515 THE ART OF PICTURE BOOKS

3 semester hours

An in-depth study of children's picture books emphasizing the books' formats, the styles of the artists and the various art media used is provided as resource material for the educational leader. Students will be directly involved in the Mazza Museum, acquiring firsthand experience with the original art from picture books.

541 EDUCATIONAL LEADER AS A CHANGE AGENT

3 semester hours

Prerequisite: EDUC 500

Organizational change has become a way of life for all education professionals. New technology, organizational restructuring, budget cuts, state and federal educational standards and legal mandates all contribute to the changing scene. Educational leaders are challenged to maintain performance in a positive manner under radically changing conditions. This course will look at how the educational leader can effectively manage his/her responsibilities while providing leadership for peers during system change involving risk.

552 CULMINATING PROJECT IN EDUCATION

3 semester hours

Prerequisite: EDUC 505

The course content will address elements of program evaluation, as well as provide a structure for implementation of the project proposed in EDUC 505. The two types of disciplined inquiry, research and program evaluation will be defined and explored. Models of program evaluation will be introduced, studied and applied.

650 INCREASING EFFECTIVENESS THROUGH PRINCIPLE-CENTERED LEADERSHIP

3 semester hours

The purpose of this course is to empower people and organizations to significantly increase their performance capability as they work to achieve worthwhile purposes through understanding and living principle-centered leadership. This course will be taught utilizing The 7 Habits of Highly Effective People program, which will provide a holistic, integrated approach to personal and interpersonal effectiveness.



Master of Arts in Liberal Studies

Dean of the College of Liberal Arts: Johnson

Director of MALS: Cecire

Professors: Louden-Hanes, Polelle, Raker, Reed, R. Smith

Professors: Bouillon, Malacos

Associate Professors: Mason, C. Tulley

Assistant Professors: Buday, Essinger, Forget, Hampton-Farmer, Kontar, Leach

Instructor: Romick

Adjunct Professors: Cecire, Eubanks

Faculty Emeriti: Erner, Roll

Mission of the Program

The mission of the Master of Arts in Liberal Studies is to provide lifelong learners with personal enrichment and professional enhancement through a flexible and interdisciplinary program of study in the humanities, fine arts and social sciences.

As of Sept. 1, 2009, the MALS program discontinued admitting students into the program. The following curriculum is only valid for those individuals enrolled within the MALS program prior to Sept. 1, 2009.

MALS Curriculum

Students must complete 33 semester hours to earn the MALS degree. *No more than one course with a grade of “C+,” “C” or “C-” can be used to meet graduation requirements.*

MALS Core Curriculum

All students in the MALS program (including students pursuing the Children’s Literature Strand) must complete three core courses for a total of nine semester hours.

MALS 540 Seminar in Humanities 3 semester hours

MALS 560 Seminar in Fine Arts 3 semester hours

MALS 580 Seminar in Social Science 3 semester hours

MALS Electives

All students in the MALS program (including students pursuing the Children’s Literature Strand) must complete five elective courses for a total of 15 semester hours. The course, HEPR 622, may be used to satisfy three hours of the elective requirement.

MALS Final Project/Thesis

Students pursuing a MALS degree (including students pursuing the Children’s Literature Strand) must complete a final project/thesis. The MALS Thesis/Project requirement is divided into a series of three structured courses culminating with a public defense of the student’s work. Bound copies of the completed thesis or project will be housed in Shafer Library and the MALS offices. Students must submit two copies of their thesis or project to the MALS program director prior to graduation. The documents must be printed on acid-free paper and ready for binding.

Students earning a MALS degree must complete 33 semester hours including the MALS core requirements (nine hours); MALS electives (15 hours) and the thesis/project sequence of MALS 500, 600 and 700 (nine hours). *Students wishing to participate in graduation ceremonies may only do so if all thesis/project requirements have been completed by March 31 for spring semester and Oct. 31 for fall semester.*

Students earning a graduate degree in MALS with a *Children's Literature Strand* must complete 33 semester hours including the MALS core requirements (nine hours); two general elective courses and three courses from EDUC 514, 515, EDFI 546 (Writing Institute), EDSP 548 or EDCI 565 (15 hours) and the thesis/project sequence of MALS 500, 600 and 700 (nine hours).

Master of Arts in Liberal Studies Courses (MALS)

500 INTRODUCTION TO INTERDISCIPLINARY STUDIES *1 semester hour*

The course is designed to be an introduction to the MALS program and graduate-level interdisciplinary studies. It is the first in a series of courses that lead to a culminating thesis or creative project. Each student will identify areas of interest and a tentative topic for his or her thesis/project.

540 SEMINAR IN HUMANITIES *3 semester hours*

The course will address the meaning and relevance of the humanities for the 21st century and will provide an opportunity to systemically explore universal themes such as truth, beauty, justice, freedom and death through expressions found in philosophy, religion and literature. Through interdisciplinary analysis and interpretation of selected classical works in Western and non-Western literature and culture, students will be encouraged to discover their own connections to humanities.

560 SEMINAR IN FINE ARTS *3 semester hours*

This integrated approach to the fine arts will give students an opportunity to study in-depth the collections housed in the Toledo Museum of Art (TMA). The close proximity of TMA will allow students use of the collection as a means for practical experience in inquiry, recognition and critical analysis. Three primary research methodologies: (a) contextual examination, (b) compositional evaluation and (c) thematic analysis will promote an integrated approach to the study of the fine arts.

580 SEMINAR IN SOCIAL SCIENCE *3 semester hours*

This interdisciplinary course seeks to analyze a key issue or theme using the tools offered by various social science disciplines. This approach will allow students to understand various core social science disciplines from both theoretical and practical perspectives. In addition, students will be exposed to some of the underlying controversies and philosophical concerns that animate the social sciences today.

600 RESEARCH AND SCHOLARSHIP *3 semester hours*

Prerequisite: MALS 500

The course is the second in a series of courses that lead to a culminating thesis or creative project. The purpose of the course is to familiarize the student with the accepted methods of research within the liberal arts and the nature of scholarship. Course objectives include: finalizing a thesis or creative project topic, selecting an appropriate thesis/project adviser, forming a thesis/project committee, writing a thesis/project proposal and defending the proposal to the thesis/project committee. Committee members are selected by the student and his or her project/thesis adviser prior to the start of any thesis or project work. Committee members and chairs must be approved by the MALS program director.

605 ISSUES IN ART *variable credit*

This repeatable *issues course* focuses on various topics in art.

610 ISSUES IN MUSIC *variable credit*

This repeatable *issues course* focuses on various topics in music.

615 ISSUES IN THEATRE *variable credit*

This repeatable *issues course* focuses on various topics in theatre.

620	ISSUES IN LITERATURE This repeatable <i>issues course</i> focuses on various topics in literature.	<i>variable credit</i>
625	ISSUES IN RELIGIOUS STUDIES This repeatable <i>issues course</i> focuses on various topics in religion.	<i>variable credit</i>
630	ISSUES IN PHILOSOPHY This repeatable <i>issues course</i> focuses on various topics in philosophy.	<i>variable credit</i>
635	ISSUES IN GENDER STUDIES This repeatable <i>issues course</i> focuses on various topics in gender studies.	<i>variable credit</i>
640	ISSUES IN HISTORY This repeatable <i>issues course</i> focuses on various topics in history.	<i>variable credit</i>
645	ISSUES IN PSYCHOLOGY This repeatable <i>issues course</i> focuses on various topics in psychology.	<i>variable credit</i>
650	ISSUES IN SOCIOLOGY This repeatable <i>issues course</i> focuses on various topics in sociology.	<i>variable credit</i>
655	ISSUES IN POLITICAL SCIENCE This repeatable <i>issues course</i> focuses on various topics in political science.	<i>variable credit</i>
660	ISSUES IN LANGUAGE This repeatable <i>issues course</i> focuses on various topics in language.	<i>variable credit</i>
665	ISSUES IN LEADERSHIP This repeatable <i>issues course</i> focuses on various topics in leadership.	<i>variable credit</i>
699	TOPICS IN LIBERAL STUDIES Topics will address current or emerging issues and areas of interest.	<i>variable credit</i>
700	THESIS/PROJECT RESEARCH <i>Prerequisites: MALS 500 and 600</i> The course is the third in a series of courses that lead to a culminating thesis or creative project and may be taken as variable credit. It is a directed-studies course supervised by the student's thesis/project chairperson. A minimum of five satisfactory credit hours are required for graduation. The student will also defend a written thesis or creative project to his or her thesis/project committee. The defense meeting is open to any interested parties from the university or the general public. The course is graded S/U.	<i>variable credit</i>



Master of Arts in Teaching English to Speakers of Other Languages (TESOL) and Bilingual Education

Dean of the College of Liberal Arts: Johnson
Chair, Language and Culture Programs Kawamura
Professor: Reed
Associate Professor: Kawamura
Assistant Professors: Fennema-Bloom, Laverick
Adjunct Faculty: Fleck, Harper, Salinas

The University of Findlay has established a curriculum that requires 36 semester hours of credit for attainment of the Master of Arts in TESOL and Bilingual Education.

Certified teachers can obtain a K-12 TESOL endorsement by taking 21 hours of course work with this master's program. The TESOL and bilingual endorsement programs are NCATE-approved.

Mission and Goals of the Program

The mission of this program is to provide an intensive curriculum that will prepare teachers and other interested persons to function successfully in bilingual/English as a second language (ESL) education programs.

This program is designed to:

- Prepare persons to critically analyze and implement programs for limited English proficient (LEP) students.
Key areas of study include:
 - impact of culture on school performance;
 - second-language acquisition and linguistics;
 - curriculum development and evaluation;
 - instructional methodology in language arts and other content areas;
 - diagnosis and assessment of LEP children and exceptionalities of the LEP students;
- Prepare teachers who qualify for a TESOL endorsement.
- Prepare teachers as specialists for schools or districts seeking to initiate or expand services to the LEP community.
- Prepare international students to teach English in their home countries.
- Prepare instructors to teach English as a foreign language (EFL) abroad.

Degree Requirements

The Master of Arts in TESOL and Bilingual Education requires 36 semester hours of course work. Twenty-seven credits are required courses. Students are required to take BLMC 500, 501, 510, 520, 535, 540, 545, 560 and BLMC 599 or 600 (three hours). In addition, students are required to take three elective courses for a total of nine hours. *No more than one course with a grade of "C+," "C" or "C-" can be used to meet graduation requirements.*

Endorsement in TESOL consists of 21 semester hours. Students are required to take BLMC 500, 502, 510, 515, 520, 535 and 599. Students must have already obtained or be in the process of obtaining a valid teaching license within the State of Ohio or a state of reciprocity with Ohio in order to qualify for this program option. For endorsement in TESOL, the PRAXIS exam is required in Ohio.

Master of Arts in Teaching English to Speakers of Other Languages (TESOL) and Bilingual Education Courses (BLMC)

500 METHODS AND MATERIALS FOR THE K-12 ENGLISH LANGUAGE LEARNER 3 semester hours

This course involves oral and written analysis of ESL instructional materials, methods, learning theories and learning styles applicable to ages 3-9 (Pre-K-Grade 3). A brief historical background on second-language teaching is covered. Specific methods appropriate for Pre-K-Grade 3 such as: total physical response (TPR), whole language, phonics instruction and the natural approach are introduced and practiced in class in simulated teaching situations. Sheltered English, thematic units, emergent literacy and Ohio and TESOL standards are emphasized in lesson planning. Development and implementation of age-appropriate materials, lesson planning and use of age-appropriate multimedia/technology are integrated into the course. Students are required to develop and present lesson plans for Pre-K-Grade 3 learners which meet oral English standards on the oral language rubric.

501 METHODS/MATERIALS FOR THE ADULT ESL LEARNER 3 semester hours

Prerequisites: BLMC 500, 510

Analysis of English as a second language (ESL)/bilingual instructional materials, age-appropriate methods for teaching the basic language skills (listening, speaking, reading and writing), learning theories and learning styles are presented and discussed in class. Communicative competence, corrective pronunciation, reading and writing approaches, as well as Ohio and TESOL standards, are emphasized in lesson planning. Development of materials and simulated teaching are part of the course. Students are required to develop and present lesson plans for middle childhood/adolescent to young adult learners which meet oral English standards on the oral language rubric. A research paper is required.

502 CURRICULUM DESIGN AND PRACTICES FOR ESL CONTENT TEACHING 3 semester hours

Designing and implementing curriculum and the techniques for ESL content teaching are the foci of this course. Particular emphasis will be given to the design and practices of teaching language through content learning using the State of Ohio's Content and ELP Standards as a frame of reference. Students will be introduced to curriculum and lesson design, and various teaching and planning strategies such as Sheltered English, classroom management, learning and participant framework strategies. Different language learning approaches such as the Cognitive Academic Language Learning Approach (CALLA) and the Sheltered Instructional Observation Protocol (SIOP) model will be examined. Lesson planning within the subject fields (i.e., math, science, social studies and language arts), student observations and a reflection paper are required.

505 FOUNDATIONS OF MULTICULTURAL EDUCATION 3 semester hours

This course examines the history, theory and practice of education, with special emphasis on the development of multicultural programming. The course focuses on various aspects of diversity in the classroom (i.e. age, ethnicity, exceptionality, class, culture, etc.) and on strategies for integrating various cultural views and patterns into the curriculum. The course seeks to create positive attitudes by improving intercultural awareness and developing cross-cultural communication skills by fostering an understanding of how socio-cultural factors may affect student/teacher relationships.

510 LINGUISTICS FOR TEACHERS 3 semester hours

This course introduces teachers to linguistic terminology and the study of linguistics including phonology, morphology, syntax, semantics, language acquisition in children and language variation. Practical applications of linguistic knowledge in an ESL/bilingual classroom situation (e.g., phonics, comparative linguistics, error analysis, corrective pronunciation, etc.) are presented for all age groups and levels.

515 FOUNDATIONS OF ELL EDUCATION: THEORY, POLITICS AND PRACTICES IN SCHOOLS 3 semester hours

This foundational course includes an examination of bilingual educational theory and the historical development of bilingual/TESOL education in the United States and abroad. Particular emphasis is placed on U.S. federal and state legislation and regulations which have led to the current structure of bilingual/TESOL education including current program models and learning approaches, as well as the roles and responsibilities of the state, school and teacher for servicing English Language Learners (ELL) in diverse settings.

520 HUMAN DEVELOPMENT AND LANGUAGE ACQUISITION 3 semester hours

In-depth analysis of theories of first- and second-language acquisition and their applications for limited English proficient (LEP) students is conducted in class. Similarities and differences of stages of language acquisition and phonological, morphological, syntactic and semantic aspects of both first- and second-language acquisition will be analyzed. Exploration and practical application of some of the theories (error analysis, interlanguage, contrastive analysis) and techniques in ESL will be discussed. Examination of empirical studies and research on second language acquisition by age groups (Pre-K 3, 4-9, 7-12) as well as pedagogical applications appropriate to various age levels will be explored. An extensive oral presentation of a research paper and response to questioning are required.

535 ASSESSMENT OF THE LIMITED ENGLISH PROFICIENT (LEP) STUDENT 3 semester hours

Prerequisite: BLMC 510

This course presents an analysis of testing theory and practice as it distinctly relates to various ages K through adult and individuals with various levels of linguistic abilities, learning disabilities and giftedness. Students will experience how testing procedures and instruments differ by age level and abilities by administering proficiency, aptitude and achievement tests appropriate to these age groups. Formal and informal methods of assessing language proficiency in a first and second language, test preparation, multifaceted assessment, self assessment, interpretation of test results, informing parents, students, community and analyzing instructional strategies for testing oral language, reading and writing in a second language are topics covered in this course. Statistical analysis, educational intervention and remediation plans based on assessment are part of this course. The use of rubrics to assess speaking, listening, reading and writing will also be a focal point.

540 ADVANCED LINGUISTICS FOR ESL TEACHERS 3 semester hours

Prerequisite: BLMC 510

This course involves discussion of general topics of linguistics at a more advanced level such as: phonology, morphology, syntax, semantics and discourse and applications to teaching in the ESL classroom. More attention will be given to the discourse-level analysis of language applied to teaching in the ESL/bilingual classroom.

545 ENGLISH GRAMMAR FOR THE ESL/BILINGUAL CLASSROOM 3 semester hours

Prerequisite: BLMC 510

This course is an analysis of different theoretical approaches to teaching English grammar to the adolescent and young adult learner and their application in the ESL/bilingual classroom, analysis of ESL texts and materials. Major grammatical structures of English will be examined. Pedagogical grammar, detection and diagnosis of errors and error correction strategies in the written and spoken medium are topics covered.

555 READING IN A SECOND LANGUAGE 3 semester hours

This course introduces students to various theories of reading in first and second languages. It covers the basic methods of teaching reading in a second language (e.g., patterned books, phonics, whole language, etc.) in all age groups/levels.

560 SOCIO-LINGUISTICS AND THE CLASSROOM 3 semester hours

Prerequisite: BLMC 510

This course is a study of the effect of social factors such as class, ethnicity, age, gender and style on language use in society. These concepts, as well as style shifting, code mixing, code switching, bidialectalism, bilingualism, language planning, communicative competence, non-verbal communication and analysis of various speech samples of students for socio-linguistic features and variations, are related to the second-language classroom to determine their effect on learning. Samples of various age groups/levels will be analyzed.

585 INTERNATIONAL EXPERIENCE ABROAD 1 to 6 semester hour(s)

This course is designed for students who wish to travel, study, teach or work in an appropriate field in an international setting, when not within a structured international course. Each student will design his/her specific international experience with a graduate faculty adviser as to maximize the time abroad. Course requirements, as well as evaluation, will be commensurate with each individual experience.

590 SPECIAL TOPICS IN BILINGUAL/ESL EDUCATION *1 to 3 semester hour(s)*

This course could involve a variety of formats and topics which are timely and germane to the fields of TESOL/ bilingual education. Sample courses could entail a one-day presentation by a noted scholar in the field or a special workshop/presentation on a topic of current relevance to TESOL/bilingual teachers.

591 OHIO TESOL CONFERENCE *1 to 2 semester hour(s)*

This course content is linked with the Ohio TESOL Conference. Students selecting this course are expected to attend at least one full day (nine hours) of this conference which is held in the fall of each year. Participants will be involved with writing summaries of all workshops attended as well as keynote presentations. Other expectations are interviews with conference participants, review of new teaching materials and an overall appraisal of the conference.

592 INTEGRATING TECHNOLOGY AND LANGUAGE SKILLS INTO
THE ESL CLASSROOM *1 to 3 semester hour(s)*

As a result of the widespread effects of technology throughout the world, it is no surprise that educators are being challenged to rethink and revise their approaches and goals in teaching in order to effectively prepare students for what will be expected of them in the "real world." The Internet also allows the educator to network with other ESL professionals and to share in lesson plans that are being created and posted for the ESL field. This workshop will allow participants to become familiar with the World Wide Web as an instructional tool for the ESL classroom.

593 RESEARCH PREPARATION *1 semester hour*

This course will focus on the process of developing a research paper. It introduces students to such topics: parts of a research paper -- introduction, body and conclusion; developing a bibliography; citations; use of quotations; paraphrasing; transitions; synthesis; review of the literature; method in experimental research; plagiarism; abstract writing and library resources. These topics address what students should know or be able to do as they develop their research papers for this and other courses as required in the Master of Arts in TESOL/Bilingual Education degree.

599 ESL TEACHING PRACTICUM* *3 semester hours*

Required for endorsement in TESOL education

Prerequisite: 15 semester hours of course work completed

This is a culminating course for those seeking endorsement in TESOL education which involves the development of a student-teaching exit portfolio that will include the completion of the PRAXIS II exam (0360)-English to Speakers of Other Languages, field observation, program/teaching reflections and student-teaching under the supervision of an experienced certified/licensed teacher who has a TESOL/bilingual endorsement.

600 CULMINATING COURSE FOR THE TESOL MASTER'S PROGRAM *1-3 semester hour(s)*

Prerequisite: 27 semester hours of course work completed

This culminating course involves the completion of a master's project which can involve an extended research paper on a topic of high interest for the student. The research requires students to perform a community-based investigation or combine concepts studied within course work in unique ways. Other possible master's projects include in-class research within an education setting, evaluating an ESL program or curriculum development for an ESL classroom or school. This course is repeatable up to six semester hours.

Master of Athletic Training

Dean of the College of Health Professions: Koepke

Chair: Stevens

Assistant Professors: Stevens, Stump

Instructors: Allender, Hanks, Piper, Urbanek, Welte, Will

Program Description

The Master of Athletic Training (MAT) program is designed to prepare students to become certified athletic trainers (ATC). Athletic trainers function as members of the sports medicine team under the direction of a licensed physician and in cooperation with other health care workers, athletic administrators, coaches and parents. Athletic trainers may be employed in high schools, colleges or universities, sports medicine clinics, professional sports programs and other health care settings. They are involved in the prevention, assessment or evaluation, treatment and rehabilitation of athletic injuries. In addition, they also have responsibilities in administration, education and counseling.

Our program is designed for students with minimal or no knowledge and experience in athletic training. Upon completion of this Commission on Accreditation of Athletic Training Education (CAATE)-accredited program, students will be eligible to sit for the National Athletic Trainers' Association Board of Certification (BOC) examination. Upon successful completion of this examination students will become a BOC-certified athletic trainer. Most states use the results from this examination to determine eligibility to practice athletic training.

Mission and Goals of the Program

The Athletic Training Education program was founded on the premise that there is a need to prepare health care professionals who have the depth of knowledge and judgment to competently advance the art and science of their discipline.

The mission of the Master of Athletic Training program is to prepare highly qualified, ethical health care professionals in the management of health care problems in a physically active patient population who, in cooperation with physicians and other allied health care personnel, function as an integral member of the sports medicine team to develop and coordinate efficient and responsive, evidence-based health care delivery systems in a variety of settings.

Based on a strong foundation of scientific principles, graduates will advance athletic training within the interdisciplinary health care system to better serve the patients, the profession and the community.

Accreditation

*The MAT program is nationally **accredited** by the Commission on Accreditation of Athletic Training Education (CAATE.)*

Program Options

The MAT program is available in the following two options:

Option ONE

3+2 year program (five years total). The first three years of this program are classified as the "pre-professional" phase. Students will complete the MAT program prerequisites and degree requirements for a major in strength and conditioning or health studies: personal training. Upon acceptance, the "professional" phase will begin during the summer prior to the student's fourth year. At the end of the student's fourth year, he/she will receive a Bachelor of Science degree with a major in strength and conditioning. At the end of the student's fifth year, he/she will receive his/her Master of Athletic Training (MAT) degree. This 3+2 program is intended for entering freshmen, transfer students or students who change majors late in their undergraduate education.

Option TWO

Two-year program. This program is only for those students who have already completed a bachelor's degree (in any major) and have met the admission requirements for the professional phase of the MAT program. This two-year program is intended for college graduates who have completed their bachelor's degree and who may want to change careers, athletes who didn't have time during their undergraduate years to major in athletic training and international students who want a career in athletic training.

Admission Requirements

The MAT program's admission process is identical with both options. Due to the competitive nature of the program, students must meet additional admission criteria listed below. Admission is limited and not guaranteed to those meeting the minimum admission criteria. Only those who are formally admitted into the professional phase can continue with the academic and clinical education components of the program.

Students must have a "C" (2.0) or higher in the following prerequisite courses: BIOL 322/322L, 323/323L; CHEM 130/130L or 140/140L; HEPR 205; HPE 100, 308; MATH 123; PHED 336; and PSYC 100. Descriptions of these courses can be found in the undergraduate catalog.

Prospective students must also meet the following admission criteria:

1. A minimum cumulative GPA of 3.0 and a minimum prerequisite GPA of 3.0.
2. Minimum of 75 observation hours under the direct supervision of a BOC-certified athletic trainer.
3. Completion of all program application materials.
4. Criteria such as quality of applicant essays (guidelines can be found on the application checklist) and recommendations (applicant evaluation forms) are also considered.
5. A bachelor's degree from a recognized accredited institution. (Option Two only).
6. Meet and retain technical standards established for the professional phase of the MAT program.

GRE scores are not required for admission into the MAT program.

All program admission materials and technical standards are available upon request from the program director or on the MAT program Web site.

Degree Requirements

The professional phase of the MAT program includes the following courses: ATTR 510, 515 (minimum two semester hours), 519, 520, 521, 522, 523, 524, 530, 540, 541, 545, 550, 552, 561, 562, 564, 575 and 576; PHTH 547, 557, 564 and 565. *No more than two courses with a grade of "C+," "C" or "C-" can be used to meet graduation requirements.*

The Athletic Training Program reserves the right to make program and admission requirements changes without prior notice. For up-to-date information pertaining to the MAT program, please contact the Athletic Training Program Director and/or visit the MAT program Web site.

<http://www.findlay.edu/academics/colleges/cohp/academicprograms/graduate/mat/default.htm>

Master of Athletic Training Courses (ATTR)

510 ATHLETIC INJURY CARE

3 semester hours

Prerequisite: admission into the Athletic Training Program

Basic principles in the prevention, recognition and care of athletic injuries are presented. Students will also learn the duties of a certified athletic trainer and the sports medicine team.

515 CLINICAL EXPERIENCES IMMERSION

1 semester hours

Prerequisite: admission into the Athletic Training Program or permission of the program director

Students will actively participate in a pre-season training camp and have an opportunity to apply knowledge and skills learned in their athletic training courses to the clinical setting through their assigned clinical experience under the direct supervision of an approved clinical instructor (ACI). Students must complete a minimum of 80 clinical education hours. This course may be repeated once for credit.

519 PHYSICAL AGENTS

4 semester hours

Prerequisites: ATTR 510 and 540

This course covers physical agents, electrotherapeutic modalities, mechanical modalities and therapeutic massage. It includes theoretical concepts, rationale for use, effects, indications and contraindications for each agent or modality. There will be supervised laboratory practice to ensure the student learns the safe and efficient use of each agent or modality.

520 GENERAL MEDICAL CONDITIONS AND INTERVENTIONS

5 semester hours

Prerequisites: PHTH 547, 564 and 565

This course covers the recognition, evaluation, management and prevention of the most common medical conditions that affect athletic participation. Emphasis will be placed on the appropriate history, physical exam and indications for referral. It also covers common interventions for medical conditions, including the medications most commonly encountered in the practice of athletic training. This will include categories of drugs, generic and trade names of common drugs, effects and precautions for common drugs, drug-drug interactions and how various drugs affect the patient response to activity, exercise and other therapeutic interventions. In addition the lecture component, observation with college health services is required.

521 CLINICAL EDUCATION I

3 semester hours

Prerequisite: admission into the Athletic Training Program or permission of the program director

Students will learn the importance of evidence-based practice by utilizing careful examination of current literature and guest speakers covering current issues in athletic training practice. They will be socialized into the profession of athletic training and develop a sense of collegiality through discussions with classmates and their assigned clinical rotations. They will also apply knowledge and skills learned in their athletic training courses to the clinical setting through their assigned clinical rotation under the direct supervision of an approved clinical instructor. Students must complete a minimum of 300 clinical education hours which is an average of 20 hours per week.

522 CLINICAL EDUCATION II

4 semester hours

Prerequisite: admission into the Athletic Training Program or permission of the program director

Students will expand their understanding of evidence-based practice by utilizing careful examination of current literature and guest speakers covering current issues in athletic training practice. They will continue to be socialized into the profession of athletic training and develop a sense of collegiality through discussions with classmates and their assigned clinical rotations. They will also apply knowledge and skills learned in previous athletic training courses to the clinical setting through their assigned clinical rotation under the direct supervision of an approved clinical instructor. Students must complete a minimum of 300 clinical education hours which is an average of 20 hours per week.

523 CLINICAL EDUCATION III

3 semester hours

Prerequisite: admission into the Athletic Training Program or permission of the program director

Students will demonstrate an ability to make clinical decisions utilizing the tenets of evidence-based practice by careful examination of current literature and guest speakers covering current issues in athletic training practice. They will continue to be socialized into the profession of athletic training and demonstrate a sense of collegiality through discussions with classmates and their assigned clinical rotations. They will also apply knowledge and skills learned in previous athletic training courses to the clinical setting through their assigned clinical rotation under the direct supervision of an approved clinical instructor. Students must complete a minimum of 300 clinical education hours which is an average of 20 hours per week. Students will be given increased responsibility by their Approved Clinical Instructors (ACIs) during their clinical rotations as they gain more knowledge and understanding of the role of an athletic trainer as a member of the sports medicine team.

524 CLINICAL EDUCATION IV

4 semester hours

Prerequisite: admission into the Athletic Training Program or permission of the program director

This course is the capstone clinical education course. Students will integrate all of the knowledge, skills and experiences they have had over the course of the MAT into proficiency as a practicing athletic trainer. They will be given increased responsibility by their Approved Clinical Instructor in their assigned clinical rotation. Students must complete a minimum of 300 clinical education hours under the direct supervision of an approved clinical instructor which is an average of 20 hours per week. They will continue to develop and tune their skills and decision-making abilities. By the end of this course they should be prepared to function as a member of the sports medicine team, understand the need for continuing education and be socialized as a young professional.

530 RESEARCH METHODS AND STATISTICS

3 semester hours

Prerequisite: admission into the Athletic Training Program

The course introduces the student to investigative methods of research involving both basic and applied with specific reference and application to athletic training. Review of literature, definition of problem and formatting design, reporting data and conclusions are presented. Computer application and analysis for statistics will be conducted on SPSS.

540 EVALUATION FUNDAMENTALS

2 semester hours

Prerequisite: admission into the Athletic Training Program

This course provides the student with an introduction to the injury evaluation principles of patient care. Topics include: patient interviewing and history taking, medical documentation, monitoring vital signs, positioning, transfers, the use of assistive equipment for activities of daily living, gait instruction and wheelchair prescription and training. Students will also be introduced to goniometry, manual muscle testing, reflex testing and sensory testing.

541 THERAPEUTIC EXERCISE

3 semester hours

Prerequisites: ATTR 510, 540, 561, 562 and PHTH 557

The purpose of this course is to provide a foundation of appropriate exercise principles and techniques based on current rationale. The scope is inclusive of approaches applicable to common sports medicine problems. Emphasis will be on the appropriate selection and application of specific exercise techniques. Competency in procedures and techniques will be stressed.

545 ADMINISTRATION IN SPORTS MEDICINE

3 semester hours

Prerequisite: admission into the Athletic Training Program

This course emphasizes the formulation of policies and procedures and other administrative tasks using National Athletic Trainers' Association (NATA) competencies. Management strategies utilizing case studies are presented. Practical applications involve inventory, insurance claims, budget and legal issues. Focus is directed to organization and management of athletic training rooms and other sports medicine settings.

- 550 SPORTS NUTRITION *3 semester hours*
Prerequisite: admission into the Athletic Training Program or permission from Program Director
This course covers the main aspects of nutrition as related to exercise and physical performance. These include the energy systems in exercise, nutritional aspects of substrate utilization (digestion, absorption, metabolism, etc.), assessment of nutritional needs and diet modification. Dietary development for weight loss, body composition changes and performance will be covered from a nutritional view.
- 552 SEMINAR IN SPORTS MEDICINE *1 semester hour*
This course will cover current and special topics in sports medicine. These topics may include psychosocial aspect of injuries, strength training and conditioning, alternative medicine, technology in education and medicine and special populations.
- 561 INJURY ASSESSMENT: UPPER EXTREMITY *3 semester hours*
Prerequisites: ATTR 510 and 540
This course provides the student with information and basic skills used to evaluate athletic injuries and special problems of the upper body, head and neck. Students will acquire a basic understanding and skills in palpation methods, manual muscle tests, neurological tests and special tests. In addition, students will learn pathological and etiological information for a variety of injuries and observe surgeries.
- 562 INJURY ASSESSMENT: LOWER EXTREMITY *3 semester hours*
Prerequisites: ATTR 510 and 540
This course provides the student with information and basic skills used to evaluate athletic injuries and special problems of the lower body and spine. Students will acquire a basic understanding and skills in palpation methods, manual muscle tests, neurological tests and special tests. In addition, students will learn pathological and etiological information for a variety of athletic injuries and observe surgeries.
- 564 PROFESSIONAL DEVELOPMENT *2 semester hours*
Prerequisites: taken during the last semester of Athletic Training Program
This course will prepare students for the BOC exam by reviewing comprehensive materials pertaining to each athletic training domain and taking mock practice exams.
- 575 RESEARCH PROJECT I *1 semester hour*
Prerequisite: ATTR 530
In this course, students begin their research projects and make a formal written presentation. This proposal should contain project idea or problem statement, review of literature and a description of how the project will be conducted. This is a directed study under the supervision of faculty. This course will be graded S/U.
- 576 RESEARCH PROJECT II *1 semester hour*
Prerequisite: ATTR 575
In this course, students will complete their research projects and make a formal presentation, both oral and written, of their results. This part of the project will contain data collection, data analysis and discussion of results. This is a directed study under the supervision of faculty. This course will be graded S/U.



Master of Business Administration

Dean of the College of Business: Sears

Professors: Cummings, El-Zayaty, Ghose, Gupta, Mathern, R. McCandless, Sears

Associate Professors: Carrigan, Gamba, Kershaw, Martelli, Skrabec, J. Wolper

Assistant Professors: Abels, Arburn, Asbury, Chasalow, Freehafer, Rustic, Song, Ward, P. Wolper, Yates, Young

The Master of Business Administration Program at The University of Findlay is designed to equip the student with skills that can be directly applied in the workplace. The integrative nature of the curriculum seeks to link theory with practice, as well as address current and emerging issues such as total quality management and global competitiveness.

Mission and Goals of the Program

The *mission* of the Master of Business Administration Program is to develop business leaders who translate knowledge into professional actions that provide valuable contributions to a global society.

Students graduating from the MBA Program are expected to achieve each of the College of Business's five program goals:

- Goal 1: To demonstrate qualities of leadership, professionalism and teamwork in making ethical business decisions.
- Goal 2: To communicate effectively in a variety of business settings.
- Goal 3: To function productively in a diverse, dynamic global economic environment.
- Goal 4: To identify, analyze and solve business-related problems, as well as pursue business opportunities proactively.
- Goal 5: To exhibit knowledge, skills and technical competencies appropriate to general business fields and the students' chosen MBA concentration(s).

The Core Curriculum

In the core courses students learn how business and management work and how they relate to the external environment. They are introduced to the functional activities of organizations, learn managerial skills and the use of analytical tools for decision making and have an opportunity to apply what they have learned in various settings.

Concentrations

Concentrations allow the student to individualize the program to fit his/her interests and career needs.

Concentrations are offered in the following areas: Organizational leadership, health care management, hospitality management and public management.

Admission Requirements

Admission to the MBA Program requires:

1. An earned bachelor's degree from an accredited university.
2. A minimum undergraduate GPA of 3.0 on a 4.0 scale or a GMAT score of 475 or higher. MBA students may use the GRE instead of the GMAT. The comparable GRE scores are as follows: minimum GRE verbal of 200 and minimum GRE total of 950; minimum GRE quantitative of 290 and minimum GRE total of 1090. Students performing above the minimum level for the quantitative and/or verbal components of the GRE examination will need to refer to the ETS GRE Comparison Table for Business Schools to see the comparable scores for the GMAT. This table can be found at www.ets.org by searching on GRE/GMAT comparison.
3. Fulfillment of prerequisite competencies.

Prerequisites

1. Accounting: Principles of Accounting
2. Economics: Macroeconomics and Microeconomics
3. Finance: Principles of Finance
4. Management: Principles of Management or Organizational Behavior
5. Marketing: Principles of Marketing

MBA Curriculum:

The student must complete a total of 10 courses (33 semester hours) to earn an MBA. No more than one course with a grade of “C+,” “C” or “C-” can be used to meet graduation requirements.

1. MBA Core Courses

All students must take the five core courses listed below (16 semester hours)

MBA 610	Leadership and Organizational Behavior	3 semester hours
MBA 620	Management of Human Resources	3 semester hours
MBA 630	Marketing Management and Planning	4 semester hours
MBA 640	Research for Decision-Making	3 semester hours
MBA 650	Operations Management and Systems Analysis	3 semester hours

2. Concentrations

Students must choose one of the following concentrations (14 semester hours). Students must take all of the courses within the chosen concentration. Courses at the 700-level are to be taken in the student’s last semester.

Organizational Leadership Concentration

MBA 665	Management of Information and Technology	3 semester hours
MBA 670	Accounting for Managers	3 semester hours
MBA 680	Financial Reporting and Analysis	4 semester hours
MBA 700	Business Strategy and Implementation	4 semester hours

Health Care Management Concentration

MBA 669	Managed Care	3 semester hours
MBA 679	Health Care Regulations and Public Policy	3 semester hours
MBA 689	Health Care Financial Analysis and Control	4 semester hours
MBA 719	Health Care Management Strategy and Implementation	4 semester hours

Hospitality Management Concentration

MBA 645	Advanced Operations in the Resort and Lodging Industry	4 semester hours
MBA 646	Seminar in Food and Beverage Systems Management	3 semester hours
MBA 647	Travel and Tourism Development and Planning	3 semester hours
MBA 716	Hospitality Management and Strategic Planning	4 semester hours

Public Administration Concentration

MBA 668	Intergovernmental Relationship and Community Affairs	3 semester hours
MBA 678	Public Policy, Business and Society	3 semester hours
MBA 688	Public Budgeting and Financial Analysis	4 semester hours
MBA 718	Public Administration Strategy and Implementation	4 semester hours

3. MBA Elective Courses

Students must take one of the elective courses listed below (3 semester hours). The elective may count toward a second concentration (see description below).

MBA 622	Contracts and Labor Relations	3 semester hours
MBA 624	Organizational and Human Resource Development	3 semester hours
MBA 633	Special Topics in Marketing	3 semester hours
MBA 634	Seminar in Marketing and Promotion	3 semester hours
MBA 654	Risk Management	3 semester hours
MBA 660	International Business	3 semester hours
MBA 662	International Marketing	3 semester hours
MBA 664	Seminar in International Trade	3 semester hours
MBA 673	Special Topics in Accounting	3 semester hours
MBA 683	Special Topics in Finance	3 semester hours
MBA 684	Finance Management	3 semester hours
MBA 685	Special Topics in Government	3 semester hours
MBA 690	Research Project	3 semester hours

4. TOTAL hours required for a MBA degree

33 semester hours

5. Optional Second Concentrations

Second concentrations are offered for students seeking additional expertise in a specific area. Taking a second concentration is OPTIONAL and not a requirement for earning a MBA. Listed below are the classes that must be taken for each second concentration.

Marketing

MBA 630	Marketing Management and Planning	4 semester hours
MBA 634	Seminar in Marketing and Promotion	3 semester hours
<i>and one of the following two courses:</i>		
MBA 633	Special Topics in Marketing	3 semester hours
MBA 662	International Marketing	3 semester hours

Human Resource Management

MBA 620	Management of Human Resources	3 semester hours
MBA 622	Contracts and Labor Relations	3 semester hours
MBA 624	Organizational and Human Resource Development	3 semester hours

Accounting

MBA 670	Accounting for Managers	3 semester hours
MBA 673	Special Topics in Accounting	3 semester hours
MBA 683	Special Topics in Finance	3 semester hours

Finance

MBA 680	Financial Reporting and Analysis	4 semester hours
MBA 684	Finance Management	3 semester hours
<i>and one of the following two courses:</i>		
MBA 654	Risk Management	3 semester hours
MBA 683	Special Topics in Finance	3 semester hours

International Business

MBA 660	International Business	3 semester hours
MBA 662	International Marketing	3 semester hours
MBA 664	Seminar in International Trade	3 semester hours

A certificate in project management consists of MBA 502, 602 and 604.

Master of Business Administration Courses (MBA)

Courses at the 700-level are to be taken in the student's last semester.

502 FOUNDATIONS OF PROJECT MANAGEMENT 3 semester hours

Prerequisite: graduate standing in the College of Business

Project management is the application of knowledge, skills, tools and techniques to accomplish project goals. Projects may introduce improved processes, create strategic change, implement new technologies, develop new products and services and meet legal and business requirements. In today's rapidly changing business environment, project management is an essential skill for managers. Without effective project management, projects will waste resources, not be completed on time and fail to deliver the functionality that the organization needs. This course provides an overview of the methods and processes of modern project management. Topics covered include project scope, time, cost, risk, communications, quality, human resource, integration and procurement management. It also will cover common project management tools like precedence diagramming, developing a work breakdown structure, risk analysis and earned value analysis.

581 SURVEY OF ACCOUNTING AND FINANCE 4 semester hours

This course prepares students so they will understand the accounting and finance concepts that are necessary for the completion of the MBA program. The course includes an overview of accounting practices and focuses attention on the role of accounting and finance within a firm.

584 SURVEY OF ECONOMICS 2 semester hours

A clear understanding of economic concepts is a necessity as managers and executives compete in today's global arena. Students will be introduced to macroeconomic and microeconomic issues and concepts such as the GDP, inflation rate, unemployment rate, demand and supply, market structures, balance of payments and the foreign exchange rate among others. Discussion of monetary and fiscal policies will be included so students can begin to understand their importance not only for the U.S. economy but for businesses as well. Historical perspectives of some issues will be included.

585 SURVEY OF MARKETING 2 semester hours

This course examines the basic concepts of marketing, its role in business and the theoretical foundations of marketing. It will address marketing strategies focusing on market entry, marketing communications and growth in domestic, foreign and global markets.

586 SURVEY OF MANAGEMENT 2 semester hours

This course will provide the students with the knowledge, skills and dispositions to appreciate management theories, concepts and actions. Through readings, case studies and experiential exercises the student will gain an understanding of core management competencies, strategy formulation, motivation, ethics/social entrepreneurship, organizational problem solving, global leadership, innovative/creative thinking, information literacy in decision making, change management, communication and effective teamwork. An emphasis will be placed on how the five functions of management: planning, staffing, organizing, leading and controlling impact 21st-century businesses, not-for-profits and organizations. In addition, the historical perspective of management will be discussed.

595 EFFECTIVE PROFESSIONAL COMMUNICATION 3 semester hours

This course will provide MBA students with an opportunity to enhance their written and verbal presentation skills to a more professional level. Students will enhance their communication-skill competence through practice and feedback of both in-class and outside-of-class work. Students will be expected to complete an article suitable for publication and a presentation for a professional audience.

602 ADVANCED COMMUNICATIONS FOR PROJECT MANAGERS

3 semester hours

Prerequisite: graduate standing in the College of Business

According to the Project Management Institute, the two most frequently required skills for successful project managers are communicating effectively and managing conflict. In addition, the most common cause of project failure is inadequate scope definition, sometimes described as inadequate project requirements. Effective communications can increase project success, build consensus about the scope of projects, reduce frustration, increase team effectiveness and allow all team members to contribute to the maximum extent possible. This course introduces students to advanced communications methods and techniques of use to project managers. It explores the challenges of communications, including requirements definition and conflict management, in the project context and allows students to develop skills that they can use as they manage their projects. Topics covered include communication models, communications challenges, identifying stakeholders and their interests, requirements identification and documentation, conflict models, positional versus interest-based conflict management methods and the application of conflict management tools and techniques.

604 ORGANIZATIONAL CHALLENGES TO PROJECT MANAGEMENT AND
CAPSTONE APPLICATION OF PROJECT MANAGEMENT SKILLS

3 semester hours

Prerequisites: graduate standing in the College of Business, MBA 502 and 602

This course will address issues related to building a capacity in an organization to employ effective project management. It will focus on organizational theories and arrangements for capacity development, the specific capabilities necessary for project management application, the skills necessary for project managers and organizational learning strategies related to the development of project management capacity in an organization.

610 LEADERSHIP AND ORGANIZATIONAL BEHAVIOR

3 semester hours

Prerequisite: MBA 586

This course examines the organization from a leadership perspective. It also develops essential strategies for managing organizations and skills important to successful leadership and addresses fit of strategy to organizational level and type, as well as culture of organization and workers. The course includes discussion of organizational mission and goals, work coordination, technical and people problems and managing change.

620 MANAGEMENT OF HUMAN RESOURCES

3 semester hours

Prerequisite: MBA 586

This course familiarizes students with the strategic and operative role of the human resource management (HRM) function of an organization. It examines the classic dimensions of HRM, including training and organization development and uses an integrative approach, emphasizing the importance of HRM-related factors on managerial decision making and organizational performance.

622 CONTRACTS AND LABOR RELATIONS

3 semester hours

Prerequisite: MBA 620

This course deals with issues relating to contract, benefits and other issues important to employment agreements. Labor relations, in both union and non-union settings, will be examined. Students will learn negotiation skills and techniques as they relate to the management of human resources.

624 ORGANIZATIONAL AND HUMAN RESOURCE DEVELOPMENT

3 semester hours

Prerequisite: MBA 620

This course examines the strategies and operative role of the human resource management function of an organization. Focusing on the role of human resource development (HRD) in the organization based upon individual and organizational needs, it explores the analysis, design, development, implementation and evaluation of HRD systems. It also examines how the HRD function should be designed and function within the organization.

- 630 MARKETING MANAGEMENT AND PLANNING *4 semester hours*
Prerequisites: MBA 584, 585 and 586
This course will study the role of marketing within the firm and in the marketplace. It develops managerial perspective and analytical ability in dealing with marketing problems and opportunities. This course focuses on the influence of the marketplace and the marketing environment on marketing decision-making, the determination of the organization's marketing mix and the system for planning and controlling the marketing effort.
- 633 SPECIAL TOPICS IN MARKETING *3 semester hours*
Prerequisite: MBA 630
In this course students will research and discuss current domestic and international topics in the marketing field including the integration of marketing, advertising and promotion in profit and non-profit organizations.
- 634 SEMINAR IN MARKETING AND PROMOTION *3 semester hours*
Prerequisite: MBA 630
This course examines the process of developing new products and services as well as the improvement of existing offerings. It develops analytical and managerial ability in dealing with product-related problems and opportunities, provides a framework for integrating product strategy with the implementation of overall marketing efforts, develops an understanding of the various aspects of promotion in marketing and teaches how to design, manage and effectively utilize promotional strategy and planning.
- 640 RESEARCH FOR DECISION-MAKING *3 semester hours*
This course is an advanced study of research methodologies and analytical tools for developing and processing data for decision-making. Students will learn the research process: problem development, research design, proposal preparation, data gathering, quantitative and qualitative data analysis, interpretation of results, report preparation and presentation of research findings.
- 645 ADVANCED OPERATIONS IN THE RESORT AND LODGING INDUSTRY *4 semester hours*
This course focuses on the essential elements of the resort and lodging industry — recreational facilities, lodging/food and beverage and guest activities. The course further explores the relationship between the natural resource base and the development of recreational facilities; discusses the operational and logistical challenges that resort and lodging managers face and demonstrates the development of revenue-producing, guest-satisfying activities based on demographic and psychographic factors. While this course comes from a business viewpoint, it takes into account the unique structure of resorts. Resort managers in ski areas, for example, should know something about the mountain on which their resort depends. They should know the process by which a virgin mountain is transformed into a viable ski area. They need to be aware of how to determine the capacity of the mountain. These managers are not developers and planners; however, they do need to know enough about planning and development to communicate effectively with these specialists. In no other service industry can a group of like-minded individuals have such a profound impact on the physical and emotional well being of their customers. The challenges for the resort and lodging industry are to consistently deliver these experiences at a level beyond guest expectations.
- 646 SEMINAR IN FOOD AND BEVERAGE SYSTEMS MANAGEMENT *3 semester hours*
The variables that set apart the food-service segments are unique. Profitability for each type of food-service entity requires a detailed analysis and pre-emptive understanding of the key elements of food and beverage management systems. With competition keen it becomes essential to price your product and services in a myriad of competitive and seasonal environments, so that financial objectives are met. Upper management is faced with the ever-emerging challenge to maintain quality, in a difficult labor market, with heightened competition at almost every turn. This seminar course is designed to discuss, enhance and foster a climate of flexibility and change consistent with corporate goals and objectives in the food and beverage industry. Case analysis along with topical discussions and project-centered activities will enhance the students' learning experience. This capstone course examines organizational strategy formation, planning and implementation in the public sector environment. Emphasis is placed upon a consideration of leadership, communication and managerial strategies appropriate for public sector organizations. Students will prepare a final paper and make a presentation of the paper's findings.

- 647 TRAVEL AND TOURISM DEVELOPMENT AND PLANNING 3 semester hours
 Tourism development must be guided by carefully planned policy, a policy not built on balance sheets and profit and loss statements alone, but on the ideals and principles of human welfare and happiness. Social problems cannot be solved without a strong and growing economy that tourism can help to create. Sound development policy can have a synergistic and positive result of growing tourist business and the preservation of the natural and cultural resources that attract visitors. Viewed comprehensively, the relationship between tourism and communities, states, regions and countries requires consideration of many difficult issues: the quality of architecture, landscape and environmental design; environmental reclamation and amenity; natural conservation; land-use management; financial strategies for long-term economic development; employment; transportation; energy conservation; education, information and interpretation systems and more. These are the reasons sound tourism planning is essential. Planning can ensure that tourism development has the ability to realize the advantages of tourism and reduce the disadvantages.
- 650 OPERATIONS MANAGEMENT AND SYSTEMS ANALYSIS 3 semester hours
Prerequisites: MBA 584 and 586
 This course is an advanced study of the management of operations and analysis of systems focusing on the relevant processes, systems, decisions and structures. Topics include measures of performance, process and system design, forecasting, capacity planning and scheduling, project planning and control, quality assurance, Total Quality Management, job design and re-engineering.
- 654 RISK MANAGEMENT 3 semester hours
Prerequisite: MBA 650
 This course examines selected topics in financial management and recent developments that have a significant impact on strategic issues in financial and risk management. It develops analytical ability to predict and estimate losses, choose methods for risk management and establish organizational policy for risk strategy. The course also utilizes readings and cases that apply financial and risk theory to real world problems.
- 660 INTERNATIONAL BUSINESS 3 semester hours
 This course examines the functions of management and marketing as they relate to doing business in the international market. It includes marketing products and services to countries in various stages of development, addresses problems and opportunities that are associated with cultural, political and economic factors and develops an appreciation and understanding of the various cross-cultural factors that affect international business.
- 662 INTERNATIONAL MARKETING 3 semester hours
Prerequisites: MBA 630 and 660
 This course offers students a managerial view of the analysis, planning and implementation necessary for successfully marketing products and services in the global economy. Topics include market and competitive analysis, governmental and regulatory influences, trading blocs, marketing management structures and activities and cultural factors.
- 664 SEMINAR IN INTERNATIONAL TRADE 3 semester hours
Prerequisite: MBA 660
 This course is an advanced study of selected topics in international business. This course will examine current topics and developments that have a significant impact on this field. This course includes a required international trip that includes tours of various businesses engaged in international trade. See MBA program director for details.
- 665 MANAGEMENT OF INFORMATION AND TECHNOLOGY 3 semester hours
 This course addresses the key issues associated with information systems and technology that the management of an organization deals with. Topics include information systems design, networks, database management, control of critical information, enterprise resources planning systems and the technology required for these various systems.

668 INTERGOVERNMENTAL RELATIONSHIP AND COMMUNITY AFFAIRS 3 semester hours

This course offers an exploration of issues related to the functioning of the U.S. federal structure of government, as well as the structures and operations of various state, county and local governments. Major focus will be placed on how intergovernmental issues affect both short- and long-term planning and operations. The role and importance of public relations, community activities and other marketing and communication activities will be examined.

669 MANAGED CARE 3 semester hours

This course familiarizes students with the strategic and operative role of managed care. It uses an integrative approach, emphasizing the evolution and importance of managed care on managerial decision-making and organizational performance. This course focuses on the influence of the marketplace and the health care environment on managed care decision-making, the determination of the organization's managed care strategy and the system for planning and controlling managed care activities.

670 ACCOUNTING FOR MANAGERS 3 semester hours

Prerequisite: MBA 581

This course prepares managers to utilize accounting and financial information for decision-making. It addresses the role of accounting within the operations of the firm and variations among accounting systems by industry and culture. This course develops an understanding of alternative financial structures, cost accounting, organizing financial information to fit the needs of managers, working capital and cash flow management.

673 SPECIAL TOPICS IN ACCOUNTING 3 semester hours

Prerequisite: MBA 670

This course prepares students to understand complicated issues facing managers and accountants. The subjects will vary depending on the accounting issues facing managers. The course includes an in-depth study of the managerial situation with specific attention given to business context and strategic positioning. Students will use their ability to calculate the numbers necessary and to interpret what course of action should be taken. Students will demonstrate accounting ethics as they relate to the cases.

678 PUBLIC POLICY, BUSINESS AND SOCIETY 3 semester hours

This course examines and analyzes the different theoretical and political perspectives on the value and consequences of governmental business relationships. Among the topics to be addressed are: regulatory policies, health care, consumerism, subsidies and social responsibility.

679 HEALTH CARE REGULATIONS AND PUBLIC POLICY 3 semester hours

This course examines the legal and regulatory issues affecting health care organizations. Attention is focused on the role of governmental and regulatory policy/practices and how they impact both strategy and management actions. The course discusses the many facets of public policy issues, both current and emerging, and develops managerial perspective and analytical ability to deal with the various publics that impact health care organizations.

680 FINANCIAL REPORTING AND ANALYSIS 4 semester hours

Prerequisites: MBA 581 and five MBA core courses

This course is designed to help students to develop an understanding of the financial reporting environment and management choices regarding what information to report, how best to report it, when to do so and where controls are needed to assure reliable and relevant reporting. The student also learns financial theories, tools and models used to identify and analyze investment opportunities in today's financial markets and the role of financial statements analysis in managerial decision-making.

683 SPECIAL TOPICS IN FINANCE 3 semester hours

Prerequisite: MBA 680, 688 or 689

This course is designed to focus on special topics of current interest in the world of corporate finance and management. Topics may include a wide variety of contemporary finance and management issues as they relate to financial restructuring, leveraged buyouts, mergers, acquisitions and related types of reorganizations.

- 684 FINANCE MANAGEMENT 3 semester hours
Prerequisite: MBA 680, 688 or 689
This course is a study of advanced topics in finance. It addresses current or emerging issues and areas of interest including capital budgeting, risk analysis, asset pricing models, capital structure decisions and mergers/acquisitions.
- 685 SPECIAL TOPICS IN GOVERNMENT 3 semester hours
Prerequisites: two courses from MBA 668, 678 or 688
Topics will address current or emerging issues and areas of interest.
- 688 PUBLIC BUDGETING AND FINANCIAL ANALYSIS 4 semester hours
This course is an examination of budgeting and accounting methods utilized in the public sector. This course will present a study of both theoretical and operational issues in the formation and administration of public sector budgets.
- 689 HEALTH CARE FINANCIAL ANALYSIS AND CONTROL 4 semester hours
Prerequisites: MBA 581 and five MBA core courses
This course is designed to help the student to develop an understanding of health care financial accounting and reporting systems, health care regulations and financial control systems, development and analysis of costing systems in the health care industry and the recent financial development under managed-care development.
- 690 RESEARCH PROJECT 1 to 6 semester hours
This course allows the pursuit of a specific topic of interest not available in regularly offered courses in business. As such, this course aims to provide a student with an opportunity for in-depth and hands-on study on a specific topic in business, which is student-chosen. In particular, this course is designed to build on a student's analytical skills to apply knowledge or theories learned in previous courses. Primary emphasis should be placed on practical application. As the semester progresses, a student will develop the research topic and write a substantial research paper on the topic. Following the general process of research work, a student will be required to cover the entire process including identification of the research problem, formulation of research question, data analysis and conclusion in the student's final report. It is desirable to plan on publishing or presenting the paper in a professional venue.
- 700 BUSINESS STRATEGY AND IMPLEMENTATION 4 semester hours
This capstone course examines organizational strategy formulation, planning and implementation. Emphasis is placed upon the development of integrative plans of action that reflect the organization's environmental, market, financial, people and time constraints. This course addresses the oral and written communication skills necessary to implement strategy in business. Students will prepare a final paper and make a presentation of the paper's findings.
- 716 HOSPITALITY MANAGEMENT AND STRATEGIC PLANNING 4 semester hours
This course is designed to bring the hospitality/business manager to a new level of awareness. The demand to constantly innovate and influence change is not something that hospitality managers have been accustomed to. This course is focused on pointing out how the challenges of rapid change and competition can be accomplished. It suggests that tomorrow's manager will be a future-oriented leader, staying ahead of change and bringing organizations into the future. Topics examined in this course, as they relate to the hospitality industry include yield management, co-alignment principle, environmental assessment and scanning, competitive methods, strategy implementation, integrating strategy change, managing service quality and the demand, supply and technology relationships in the service industry, among others. An extensive project is produced in this class concerning a key topic relating to strategic planning.
- 718 PUBLIC ADMINISTRATION STRATEGY AND IMPLEMENTATION 4 semester hours
This capstone course examines organizational strategy formation, planning and implementation in the public sector environment. Emphasis is placed upon a consideration of leadership, communication and managerial strategies appropriate for public-sector organizations. Students will prepare a final paper and make a presentation of the paper's findings.

This capstone course examines organizational strategy formulation, planning and implementation for health care organizations. Emphasis is placed upon the development of integrative plans of action that reflect the organization's environmental, ethical, market, financial, people and time constraints. This course addresses the oral and written communication skills necessary to implement strategy in business. Students will prepare a final paper and make a presentation of the paper's findings.



Master of Occupational Therapy

Dean of the College of Health Professions: Koepke

Chair: Goodwin

Associate Professors: T. Dillon, Goodwin, King, Nelson

Assistant Professors: Beitzel, Chamberlin, Conrad, Leto, Schmelzer

Instructor: M. Dillon

Mission and Goals of the Program

Mission

The mission of the Occupational Therapy Program at The University of Findlay is to prepare occupational therapists who understand and value a community-focused and occupation-based approach to practice, are leaders in a variety of professional roles and participate in ongoing professional development in preparation for service in diverse communities.

Goal

The goal of the Master of Occupational Therapy Program is to provide educational experiences that foster the knowledge, skills and values necessary for entry-level occupational therapy practitioners.

Master of Occupational Therapy Program Options

The Occupational Therapy Program offers two options, a traditional and a weekend college (WEC) program, for students to complete a Bachelor of Science degree in health sciences and a Master of Occupational Therapy degree. The five-and-a-half-year Traditional Program is completed with pre-professional requirements and three and one-half years of professional course work. The Weekend College Program is completed with pre-professional requirements and three years of professional course work. The Weekend College program is intended for the adult learner who has had one year of full-time work experience. The candidate must be either a Certified Occupational Therapy Assistant (COTA) or a Physical Therapist Assistant (PTA). Non-OTA/PTA candidates must have completed a bachelor's degree and have at least one year of health care-related experience in order to apply.

A student who has already earned a bachelor's degree from an accredited college or university must complete all of The University of Findlay's Occupational Therapy Program's prerequisite courses before beginning the professional portion of the OT Program.

Prerequisites

Traditional

Students are admitted into the Master of Occupational Therapy Program after completion of the requirements for a Bachelor of Science degree with the pre-professional requirements and OCTH 222, 306, 311, 312, 321, 404, 415, 421, 424, 450, 474 and 480. In addition students must complete HEPR 330, 340, 345, 350, 355 and 410.

Weekend College

Students are admitted into the Master of Occupational Therapy Program after completion of the requirements for a Bachelor of Science degree with the pre-professional requirements and OCTH 222, 306, 315, 404, 415, 463, 474 and 481. In addition, students must complete HEPR 330, 340, 345, 350, 355 and 410.

Degree Requirements

Traditional

Students will complete requirements for the Master of Occupational Therapy degree with OCTH 507, 553, 580, 616, 621, 622, 624, 634, 645, 650, 651, 652, 660, 690, 691 and 695. *No more than two courses with a grade of "C+" or "C" can be used to meet graduation requirements.*

Weekend College

Students will complete requirements for the Master of Occupational Therapy degree with OCTH 507, 524, 553, 616, 621, 622, 624, 634, 645, 650, 651, 652, 661, 690, 691 and 695. *No more than two courses with a grade of "C+" or "C" can be used to meet graduation requirements.*

Pre-professional requirements and descriptions for 300- and 400-level courses may be found in the undergraduate catalog.

Professional Program Admissions Criteria

For the Traditional Program

- Acceptance to The University of Findlay.
- Completion of the pre-professional course requirements for a Bachelor of Science degree.
- Minimum overall grade point average of 3.0.
- Fifty hours of observation or volunteer experience.
- Three satisfactory professional recommendations.
- Completed Occupational Therapy Program application.

For the Weekend Program

OTA:

- Acceptance to The University of Findlay.
- Completion of the pre-professional course requirements for a bachelor of science degree.
- Minimum overall grade point average of 3.0.
- Three satisfactory professional recommendations.
- Demonstration of college-level writing ability.
- Completed Occupational Therapy Program application.

Non-OTA:

- Acceptance to The University of Findlay.
- Completion of the program prerequisites.
- Minimum overall grade point average of 3.0.
- Fifty hours of observation or volunteer experience.
- Three satisfactory professional recommendations.
- Demonstration of college-level writing ability.
- Completed Occupational Therapy Program application.

Accreditation

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA's phone number is 301-652-AOTA.

Graduates of the program will be eligible to take the certification examination implemented by the National Board of Certification in Occupational Therapy (NBCOT) located at 800 South Frederick Avenue, Suite 200, Gaithersburg, MD 20877. The NBCOT is an independent national credentialing agency. It is responsible for all policies related to the certification of occupational therapy personnel. Upon successful completion of this examination, the graduate will be an Occupational Therapist Registered (OTR). Most states use the results of the NBCOT certification examination to determine a practitioner's eligibility to practice.

Master of Occupational Therapy Courses (OCTH)

- 507 OCCUPATIONAL THERAPY MANAGEMENT *3 semester hours*
This course provides an over view of the management functions necessary for the occupational therapy health professional. Topics include: management styles, team building and conflict resolution, organizational systems, budgeting, reimbursement, facility design, clinic maintenance, human resources, staffing patterns, policies and procedures, marketing, needs assessment, risk management and program evaluation.
- 524 OCCUPATIONS THROUGH THE LIFESPAN-PEDIATRIC *4 semester hours*
Prerequisite: completion of previous module of WEC Occupational Therapy Program
This course examines the application of general theories of development and occupational therapy theories and models of practice to the evaluation and treatment of children from birth through adolescence. Laboratory experiences include observing typically and atypically developing children in a variety of settings, discussing the effects of development and dysfunction on the occupations of children, using a variety of pediatric assessment tools, designing intervention plans and selecting and adapting equipment for children with special needs. Family-centered care and parent-professional collaboration are emphasized throughout the occupational therapy process.
- 535 INVESTIGATIONS IN OCCUPATIONAL THERAPY *variable credit*
Prerequisite: completion of previous module of Traditional or WEC Occupational Therapy Program
This option is an independent study provided for the qualified occupational therapy student under the guidance of a departmental faculty member focusing on professional interactions. The course may be repeatable up to a total of six hours.
- 553 OCCUPATIONS THROUGH THE LIFESPAN-ADULT *4 semester hours*
Prerequisite: completion of previous module of Traditional or WEC Occupational Therapy Program
This course is a study of theoretical principles and their application to evaluation and treatment of adulthood through retirement-age individuals. An introduction to various assessments and interventions directed toward occupational dysfunction typically encountered in adulthood will be explored in depth. Integrated lab sessions allow practical experiences aimed at applying information introduced in lecture and the development of problem solving, clinical reasoning and documentation skills.
- 580 LEVEL I FIELDWORK B *1 semester hour*
Prerequisite: completion of previous module of Traditional Occupational Therapy Program
During this Level I Fieldwork experience students observe and participate in learning opportunities at occupational therapy clinical practice settings that enable the integration of concurrent academic course work during the semester. The student is exposed to a variety of professional practice issues that provide an opportunity to emphasize professional development. This course will be graded S/U.
- 615 LEVEL I FIELDWORK ELECTIVE *1 semester hour*
Prerequisite: completion of previous module of Traditional or WEC Occupational Therapy Program
This is an elective experience or a required third Level I experience for WEC students who are not OTAs. Students explore a variety of professional issues with an emphasis on serving a culturally diverse population or working within an area of special interest. This experience provides opportunities to observe and participate in occupational therapy assessment and intervention allowing the integration of information learned during the academic course work to occur. This course will be graded S/U.
- 616 OCCUPATIONAL THERAPY COMMUNITY AND PROGRAM DEVELOPMENT *3 semester hours*
Prerequisite: completion of previous module of Traditional or WEC Occupational Therapy Program
This course provides the student with an opportunity to expand program development skills for a variety of community-based settings. Students identify a community agency, conduct a needs assessment and develop a program proposal, research and select an appropriate funding source and write a grant proposal.

- 621 ADVANCED THEORY 2 semester hours
Prerequisite: completion of previous module of Traditional or WEC Occupational Therapy Program
 Systems thinking will be used to provide an in-depth analysis of the theories underlying occupational therapy practice. Comparison of models of practice, frames of reference and theories will be made relative to contemporary practice.
- 622 LEADERSHIP 3 semester hours
Prerequisite: completion of previous module of Traditional or WEC Occupational Therapy Program
 Leadership styles and characteristics that foster collaboration, promote visionary thinking and enable change will be critically examined. The role of mentorship, sociopolitical awareness, activism and lifelong learning in the advancement of the profession will be evaluated.
- 624 POPULATION-BASED OCCUPATIONS: HEALTH PROMOTION AND WELLNESS 3 semester hours
Prerequisite: completion of previous module of Traditional or WEC Occupational Therapy Program
 The role of occupational therapy in public health efforts to improve community health is assessed and applied. Core functions of assessment and policy development in community health protection, health promotion/prevention activities and service coordination as well as the development of community-based programs for health and wellness are emphasized. The integrated lab component for this course provides students with practical opportunities to complete a needs assessment, become familiar with community health organizations and develop community programs relating to health promotion/prevention/education topics.
- 634 OCCUPATIONS THROUGH THE LIFESPAN-GERIATRIC 4 semester hours
Prerequisite: completion of previous module of Traditional or WEC Occupational Therapy Program
 This is an integrated theory and practice course that examines occupational therapy models, evaluations and treatment strategies for health promotion, remediation and health maintenance of physical and psychosocial role function and dysfunction from age 60 years until death. Occupational role function is explored through compensatory strategies, adaptation, environmental modification, splinting/orthotics, caregiver/client training and equipment needs. Laboratory experiences include assessments, therapeutic interventions, splinting, documentation, case studies, adaptive equipment, reimbursement issues, home programs and clinic maintenance.
- 645 TECHNOLOGICAL OCCUPATIONS 3 semester hours
Prerequisite: completion of previous module of Traditional or WEC Occupational Therapy Program
 The impact of a person's environment on attitudes, behaviors and performance are evaluated from physical, cognitive, perceptual, psychological and cultural perspectives. Students assess the value of low and high technological devices and environmental modifications. The integrated lab component of the course allows students to experience hands-on learning with a variety of high and low technology devices. Students will design, fabricate, use or review selected assistive devices intended to enhance occupational performance.
- 650 OCCUPATIONAL THERAPY PROJECT I 2 semester hours
Prerequisite: completion of previous module of Traditional or WEC Occupational Therapy Program
 The student, individually or as part of a small group, will select a research adviser and will prepare a proposal for an approved research project topic. The proposal will be submitted for institutional human subjects review board approval if required.
- 651 OCCUPATIONAL THERAPY PROJECT II 2 semester hours
Prerequisite: completion of previous module of Traditional or WEC Occupational Therapy Program
 Students will continue work on their research project with the completion of data collection and the analysis of results.
- 652 OCCUPATIONAL THERAPY PROJECT III 2 semester hours
Prerequisite: completion of previous module of Traditional or WEC Occupational Therapy Program
 The student will finalize the data analysis and write and submit a completed project in a format suitable for journal publication. Students will present and defend their research project.

660 LEVEL I FIELDWORK C

1 semester hour

Prerequisite: completion of previous module of Traditional Occupational Therapy Program

During this Level I Fieldwork experience students observe and participate in learning opportunities at occupational therapy clinical practice settings that enable the integration of concurrent academic course work during the semester. The student is exposed to a variety of professional practice issues that provide an opportunity to emphasize professional development. This course will be graded S/U.

661 LEVEL I FIELDWORK B

1 semester hour

Prerequisite: completion of previous module of the WEC Occupational Therapy Program

During Level I Fieldwork the student explores a variety of professional issues with an emphasis on professional development. Students observe and participate in occupational therapy assessment allowing the integration of the information learned during academic course work to occur. This course will be graded S/U.

690 OCCUPATIONAL THERAPY LEVEL II FIELDWORK A

6 semester hours

Prerequisite: completion of previous module of Traditional or WEC Occupational Therapy Program

During this internship students engage in clinical practice experiences in various settings that serve specific populations that have occupational performance limitations. These experiences include opportunities to function as therapists who understand and embrace an occupation-based approach to practice. Students demonstrate the ability to apply professional ethics and use critical thinking, clinical reasoning and problem solving to guide decision-making throughout the OT process. This course will be graded S/U.

691 OCCUPATIONAL THERAPY LEVEL II FIELDWORK B

6 semester hours

Prerequisite: completion of previous module of Traditional or WEC Occupational Therapy Program

During this internship experience students engage in clinical practice experiences in various settings that serve specific populations that have occupational performance limitations. These settings include opportunities to function as therapists who understand and embrace an occupation-based approach to practice. Students demonstrate the ability to apply professional ethics and use critical thinking, clinical reasoning and problem solving to guide decision-making throughout the OT process. This course will be graded S/U.

692 OCCUPATIONAL THERAPY LEVEL II FIELDWORK

6 semester hours

Prerequisite: completion of previous module of Traditional or WEC Occupational Therapy Program

This advanced clinical internship is in a non-traditional setting or clinical specialization. Students may be supervised by a variety of professionals other than occupational therapists. This course is a study of the theoretical principles and their application to evaluation and treatment of the child from conception through adolescence. Comparing and contrasting of typical and atypical growth and development in infants, preschoolers and school-age children will be covered. This course will be graded S/U.

695 ISSUES AND TRENDS

1 semester hour

Prerequisite: completion of previous module of Traditional or WEC Occupational Therapy Program

Students explore, discuss and critically analyze topics relevant to their experience, new developments affecting occupational therapy practice and the changing health care system.

Health Professions

The University does not offer a Master's in Health Professions degree. However, the following courses may be used to fulfill the requirements for a Doctor of Physical Therapy, Master of Athletic Training or Master of Occupational Therapy degree.

Health Professions Courses (HEPR)

505 PROFESSIONAL ISSUES 3 semester hours

Prerequisite: admission to a health professions program

This course provides an overview of issues related to practice for the health professional. It includes safe and ethical practice, legal and professional standards, ethical issues in the health professions, professional organizations and roles and responsibilities of the health professional.

507 MANAGEMENT IN A CHANGING HEALTH CARE ENVIRONMENT 3 semester hours

Prerequisite: admission to a health professions program

An overview of the management functions necessary for the health professional. Pertinent topics include leadership styles, group processes, quality assurance, budgeting, interviewing, recruitment, retention and marketing.

549 PHARMACOLOGY 2 semester hours

Prerequisite: admission to a health professions program

This course will cover medications commonly encountered in the practice of physical medicine. It will include categories of drugs, generic and trade names of common drugs, the use, effects and precautions of 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.

610 MANAGEMENT IN A CHANGING HEALTH CARE ENVIRONMENT 3 semester hours

Prerequisite: satisfactory completion of Term VI in the WEC Physical Therapy Program

This course is an overview of the management functions necessary for the occupational and physical therapist. Pertinent topics include leadership styles, group processes, quality assurance, interviewing, recruitment, retention and marketing.

622 LEADERSHIP STRATEGIES FOR HEALTH PROFESSIONALS 3 semester hours

Prerequisite: completion of previous module of Traditional or WEC Occupational Therapy Program, MALS and educational leadership strands; graduate student status in a health professions program or permission of the OT program director

Leadership styles and characteristics that foster collaboration and effective communication, promote visionary thinking and enable change will be critically examined. The role of mentorship, sociopolitical awareness, activism and lifelong learning in the advancement of the profession will be evaluated.

Master of Physician Assistant

Dean of the College of Health Professions: Koepke

Chair: Zywojko

Associate Professor: Zywojko

Instructors: Denning, Hopkins, Sander

Admission Requirements to the Master of Physician Assistant (MPA) Program

In addition to graduate admission, the MPA program requires:

1. A minimum grade of "C" for all program prerequisites including, BIOL 322/322L, 323/323L, 310 (lab recommended, not required), 412/412L; CHEM 130/130L, 131/131L, 310/310L or 325/325L; HEPR 220; MATH 123 or higher; PHYS 250/250L; PSYC 100 and sociology.
2. A complete the CASPA Application and the Supplemental Application. The Supplemental MPA Program Application is provided to CASPA applicants who meet the MPA Program requirements. Applicants who have courses in progress must have them completed prior to matriculation.
3. Completed health care experience documentation. (Applicants should read *Recommended Shadowing* protocol prior to shadowing a PA). A minimum of 500 hours of patient contact experience must be submitted. This experience can include volunteer, shadowing and employment to equal a sum of 500 hours or more.
4. A type-written personal statement.
5. A current résumé.
6. A signed form acknowledging ability to meet technical standards (refer to technical standards section of the Supplemental MPA Program Application).
7. Participation and recommendation for admission by the Program Interview and Admission Committee.

Once an applicant has been recommended for admission, he/she must provide the following information:

1. Documentation of a current physical examination, including immunizations. The MPA Program will provide the Physical Examination and Immunization Form prior to the scheduled orientation.
2. A current certificate of completion of Basic Life Support (BLS) for health care providers as recommended by the American Heart Association (AHA).
3. A completed background check prior to matriculation. The MPA Program will provide guidelines for the students.
4. Evidence of health care insurance at the time of matriculation.

A *Master of Physician Assistant* degree consists of PHAS 500, 501, 502, 503, 504, 505, 510, 511, 512, 513, 514, 520, 521, 522, 523, 524, 530, 531, 532, 533, 534, 535, 601, 602, 603, 604, 605, 606, 611, 612, 613, 614, 615, 616, 617 and 618.

Master of Physician Assistant Courses (PHAS)

500 MECHANISMS OF HEALTH AND DISEASE

4 semester hours

Prerequisite: admission into the MPA program

This course is a study of the cellular, organ and system changes associated with human disease processes and the physiologic responses associated with selected human pathologies. Case studies may be used to facilitate practical application of mechanisms of health and disease.

501 CLINICAL ANATOMY

4 semester hours

Prerequisite: admission into the MPA program

Students gain an in-depth study of the human body through lecture, lab dissection of a cadaver and computerized dissection technology to prepare for clinical practice. Practical application of human anatomy is further developed through case studies and clinical problem solving.

- 502 PHYSICAL ASSESSMENT I 3 semester hours
Prerequisite: successful completion of semester one of MPA program courses
 The art of physical assessment is introduced in this two series course designed to develop the knowledge and skills vital to performing an appropriate problem-oriented history and physical examination and documentation of the adult patient.
- 503 INFORMATION LITERACY AND COMMUNICATION 1 semester hour
Prerequisite: admission into the MPA program
 This course lays the foundation for critical thinking, independent learning and lifelong learning skills by developing competence in finding, selecting, utilizing, critically evaluating and learning from different pertinent information sources.
- 504 PA PROFESSION: HISTORY, CULTURE AND PRACTICE 2 semester hours
Prerequisite: admission into the MPA program
 The history, culture and practice scope of the physician assistant as well as medical ethics of professional practice are explored in lectures, literature, panel discussions and poster presentations.
- 505 CLINICAL INQUIRY AND COMMUNICATION 1 semester hour
Prerequisite: admission into the MPA program
 This course introduces concepts and methods of clinical inquiry, interviewing skills, oral presentations, data collection and documentation practices, and the organization of different types of medical records.
- 510 CLINICAL MEDICINE I 4 semester hours
Prerequisite: successful completion of semester one of MPA program courses
 This three-course series is designed to lay the foundation for a working knowledge of patient care through a comprehensive study of illness, medical sciences, treatments and expected outcomes in five defined content areas spanning common self-limited illnesses and complex well-defined chronic disorders.
- 511 CLINICAL PHARMACOLOGY I 3 semester hours
Prerequisite: successful completion of semester one of MPA program courses
 This two-course series prepares prospective practitioners for the safe and appropriate application of pharmacological patient care through a study of pharmacotherapeutic agents and dosage, mechanisms of action and intended outcomes.
- 512 PHYSICAL ASSESSMENT II 3 semester hours
Prerequisite: successful completion of semester one of MPA program courses
 This course is a continuation of the art of physical assessment designed to focus on the adult, geriatric, newborn, pediatric and gynecologic patient using a systematic approach of examination techniques and proper use of equipment. Skills in interviewing, examining, medical documentation and oral presentation are developed with emphasis on the relationship of the patient history to the exam.
- 513 HEALTH CARE SYSTEMS, POLICY AND PRACTICE 1 semester hour
Prerequisite: successful completion of semester one of MPA program courses
 This course provides an interactive examination and discussion of the evolving American health care system, policy-making processes, current socioeconomic issues, practices and policies influencing health care and practitioners.
- 514 CLINICAL PATIENT CARE I 3 semester hours
Prerequisite: successful completion of semester one of MPA program courses
 Students are instructed on the universal precautions and prevention and control of bloodborne pathogens (per the Occupational Safety and Health Administration) and are instructed on theory, indications and techniques for performing specified common procedures, therapeutics and interventions important to safe patient care.

- 520 CLINICAL MEDICINE II 4 semester hours
Prerequisite: successful completion of semester two of MPA program courses
This second course in a three-part series design lays the foundation for a working knowledge of patient care through a comprehensive study of illness, medical sciences, treatments and expected outcomes in five defined content areas spanning common self-limited illnesses and complex well-defined chronic disorders.
- 521 CLINICAL PHARMACOLOGY II 4 semester hours
Prerequisite: successful completion of semester two of MPA program courses
This second course in a two-part series design prepares prospective practitioners for the safe and appropriate application of pharmacological patient care through a study of pharmacotherapeutic agents and dosage, mechanism of action and intended outcomes.
- 522 CLINICAL PATIENT CARE II 3 semester hours
Prerequisite: successful completion of semester two of MPA program courses
Students are introduced to theory, indications and techniques for a wide range of clinical procedures, therapeutics and interventions common to professional responsibilities and practices in the delivery of safe patient care.
- 523 CLINICAL HEURISTICS AND DECISION-MAKING 2 semester hours
Prerequisite: successful completion of semester two of MPA program courses
Students actively participate in various levels of critical reasoning skills (hypothesis generation, context formulation, heuristic reasoning, decision theory and decision tree data evaluation, and problem list generation) important to basic clinical decision-making for appropriate and safe patient care.
- 524 DESIGNING A RESEARCH PROJECT 2 semester hours
Prerequisite: successful completion of semester two of MPA program courses
This course lays the foundation for supervised student research initiatives conducted during the clinical year and includes research design and methodology, basic data analysis, critical analysis of literature, writing skills and culminates in a research proposal.
- 530 CLINICAL MEDICINE III 4 semester hours
Prerequisite: successful completion of semester three of MPA program courses
This third course in a three-part series lays the foundation for a working knowledge of patient care through a comprehensive study of illness, medical sciences, treatments and expected outcomes in five defined content areas spanning common self-limited illnesses and complex well-defined chronic disorders.
- 531 FUNDAMENTALS OF EMERGENCY CARE 2 semester hours
Prerequisite: successful completion of semester three of MPA program courses
Topics specific to assessment and management of emergent medical conditions are addressed including initial evaluation, assessment, management and treatment, electrocardiogram (EKG) interpretation, defibrillation protocols, intubation techniques and Advanced Cardiac Life Support (ACLS) training.
- 532 FUNDAMENTALS OF SURGICAL PATIENT CARE 3 semester hours
Prerequisite: successful completion of semester three of MPA program courses
This course introduces concepts of surgical team and surgical patient care practices common to preoperative, perioperative and postoperative patient care and provides skill development for competency in selected surgical skills appropriate for the beginner practitioner.

- 533 BEHAVIORAL MEDICINE 3 semester hours
Prerequisite: successful completion of semester three of MPA program courses
 This course introduces skills, knowledge and sensitivity needed to communicate and intervene in a variety of psychosocial situations. Topics include the presentation, diagnosis and management of mental disorders commonly encountered in primary care, personal growth and development, normal growth and development of children and adolescents, human sexuality, psychological reactions to disease, counseling skills, and death and dying.
- 534 COMMUNITY AND INDIVIDUAL WELLNESS 3 semester hours
Prerequisite: successful completion of semester three of MPA program courses
 Societal and cultural determinants of health, illness and disease are explored with interactive discussions and service learning focusing on how health promotion, disease prevention and early medical interventions can affect individual and community health.
- 535 EVIDENCE-BASED CASE MANAGEMENT 2 semester hours
Prerequisite: successful completion of semester three of MPA program courses
 A faculty-led forum for developing clinical decision-making and management skills through evidence-based methods using clinical literature reviews and problem-based case studies in order to facilitate and promote appropriate, effective and safe patient care.
- 601 DEVELOPING A REFLECTIVE PRACTITIONER I 1 semester hour
Prerequisite: successful completion of semester four of MPA program courses
 Designed to monitor, assess and promote continued learner progress in clinical education and professionalism through lectures, case studies, presentations and continued competency assessment. Students will also engage in a formalized self-assessment of learning through administration of NCCPA-designed PACKRAT I.
- 602 PROJECT SCHOLARSHIP I 1 semester hour
Prerequisite: successful completion of didactic MPA program courses
 Students actively demonstrate progress in achievement of synthesis and application of research strategies, critical-thinking skills and scholarly writing relative to an approved research initiative (project, thesis, or first- or second-person authorship of a proposed peer-reviewed article) under the direction of a faculty mentor.
- 603 DEVELOPING A REFLECTIVE PRACTITIONER II 1 semester hour
Prerequisite: successful completion of semester five of MPA program courses
 This course is designed to monitor, assess and promote continued learner progress in clinical education and professionalism through lectures, case studies, presentations and continued competency assessment. Students will also engage in a formalized self-assessment of learning through administration of NCCPA-designed PACKRAT II.
- 604 PROJECT SCHOLARSHIP II 1 semester hour
Prerequisite: successful completion of semester five of MPA program courses
 Students actively demonstrate progress in achievement of synthesis and application of research strategies, critical-thinking skills and scholarly writing relative to an approved research initiative (project, thesis, or first- or second-person authorship of a proposed peer-reviewed article) under the direction of a faculty mentor.
- 605 DEVELOPING A REFLECTIVE PRACTITIONER III 1 semester hour
Prerequisite: successful completion of semester six of MPA program courses
 Designed to monitor, assess and promote continued learner progress in clinical education and professionalism through lectures, case studies, presentations and continued competency assessment. Students will also engage in a formalized self-assessment of learning through administration.

606 LEADERSHIP SYMPOSIUM

1 semester hour

Prerequisite: successful completion of semester six of MPA program courses

This is a multi-focused course designed to provide a forum for presenting previously conducted student research efforts and a forum for student leadership and discussing the steps to transitioning to practice.

611 SUPERVISED CLINICAL PRACTICE IN FAMILY PRACTICE

3 semester hours

Prerequisite: successful completion of didactic MPA program courses

This six-week course provides novice PA students supervised clinical practice experiences in outpatient settings (office, clinic and long-term care) with patients of all ages seeking/needing medical care for acute and minor illnesses, and health conditions and health maintenance visits for conditions common to the discipline of ambulatory family practice. The basic goal of this course is to provide students an opportunity to build on core knowledge, demonstrate effective communication skills, refine and expand technical skills, engage in responsible teamwork and model the professional comportment and role of a physician assistant.

612 SUPERVISED CLINICAL PRACTICE IN GENERAL INTERNAL MEDICINE

3 semester hours

Prerequisite: successful completion of didactic MPA program courses

This six-week course provides novice PA students supervised clinical practice experiences in outpatient settings and inpatient settings with adult patients seeking medical care for conditions common to the discipline of general internal medicine. The basic goal of this course is to provide students an opportunity to build on core knowledge, demonstrate effective communication skills, refine and expand technical skills, engage in responsible teamwork and model the professional comportment and role of a physician assistant.

613 SUPERVISED CLINICAL PRACTICE IN GENERAL PEDIATRICS

3 semester hours

Prerequisite: successful completion of didactic MPA program courses

This six-week course provides novice PA students supervised clinical practice experiences in outpatient and inpatient settings with patients in the lifespan of infants, children and adolescents needing well-child assessments, care of common pediatric illnesses and preventative care services, and conditions common to the pediatric populations. The basic goal of this course is to provide students an opportunity to build on core knowledge, demonstrate effective communication skills, refine and expand technical skills, engage in responsible teamwork and model the professional comportment and role of a physician assistant.

614 SUPERVISED CLINICAL PRACTICE IN WOMEN'S HEALTH

3 semester hours

Prerequisite: successful completion of didactic MPA program courses

This six-week course provides novice PA students supervised clinical practice experiences in assisting and or delivering women's health services at various settings (inpatient, office, outpatient clinics and delivery rooms) with patients needing obstetrical care, gynecological care, pre-natal counseling and counseling on family planning. The goal is to provide students an opportunity to build on core knowledge, demonstrate effective communication skills, refine and expand technical skills, engage in responsible teamwork and model the professional comportment and role of a physician assistant.

615 SUPERVISED CLINICAL PRACTICE IN GENERAL SURGERY

3 semester hours

Prerequisite: successful completion of didactic MPA program courses

This six-week course provides novice PA students supervised clinical practice experiences in observing and/or assisting in operating room, inpatient and outpatient settings with general surgery patients requiring inpatient surgical management and spanning the continuum of preoperative, intraoperative and postoperative care. The basic goal of this course is to provide students an opportunity to build on core knowledge, demonstrate effective communication skills, refine and expand technical skills, engage in responsible teamwork and model the professional comportment and role of a physician assistant.

616 SUPERVISED CLINICAL PRACTICE IN EMERGENCY MEDICINE 3 semester hours

Prerequisite: successful completion of didactic MPA program courses

This six-week course provides novice PA students supervised clinical practice experiences in emergency room/department settings with patients seeking medical care for acute illnesses, traumatic injuries and life-threatening conditions common to the discipline of emergency medicine. The basic goal of this course is to provide students an opportunity to build on core knowledge, demonstrate effective communication skills, refine and expand technical skills, engage in responsible teamwork and model the professional comportment and role of a physician assistant.

617 SUPERVISED CLINICAL PRACTICE IN PSYCHIATRY/MENTAL HEALTH 3 semester hours

Prerequisite: successful completion of didactic MPA program courses

This six-week course provides novice PA students supervised clinical practice experiences in mixed-patient settings with patients seeking/needing medical care for psychiatric and behavioral conditions. The basic goal of this course is to provide students an opportunity to build on core knowledge, demonstrate effective communication skills, refine and expand technical skills, engage in responsible teamwork and model the professional comportment and role of a physician assistant.

618 SUPERVISED CLINICAL PRACTICE IN ELECTIVE I 3 semester hours

Prerequisite: successful completion of didactic MPA program courses

This six-week course provides novice PA students supervised clinical practice experiences in an elective discipline in order to gain exposure to a specialized service of patient care or in the area of a required discipline enabling continued professional growth in knowledge and skill development in patient assessment, diagnostics, management, teamwork, interpersonal communication and the role of a physician assistant.

658 SENIOR SEMINAR I AND RESEARCH 2 semester hours

A seminar format is utilized to provide the senior PA students with a concentrated study of identified areas of professional need and/or selected topics of clinical interest. The topics presented will change depending on the identified areas of need and the students' self-assessment fund of knowledge and clinical preparation/experiences. When taken as part of the clinical rotation year, this first senior seminar is completed at the end of the first three core rotations. During the first three core rotations, the student will select a capstone project and produce a final draft version with mentorship provided by his or her faculty adviser. Mentoring will be provided both in person and via distance-learning technology. This course may be repeated up to eight semester hours as long as the topic is different.

659 SENIOR SEMINAR II AND RESEARCH 2 semester hours

A seminar format is utilized to provide the senior PA students with a concentrated study of identified areas of professional need and/or selected topics of clinical interest. The topics presented will change depending on the identified areas of need and the students' self-assessment fund of knowledge and clinical preparation/experiences. When taken as part of the clinical rotation year, this second senior seminar is completed at the end of the last three core rotations. During the last three core rotations, the student will continue with his or her capstone project and produce a final version. Mentorship is provided by his or her faculty adviser both in person and via distance-learning technology. This course may be repeated for up to eight semester hours as long as the topic is different.

Master of Science in Environmental, Safety and Health Management

Dean of the College of Sciences: Schwaner

Program Director: Doyle

Professors: Carter, Homsher

Associate Professor: Murphy

Assistant Professors: Doyle, Gillespie, Wilkinson

Mission and Goals of the Program

The Master of Science in Environmental, Safety and Health Management (ESH) degree is designed to provide graduates with the necessary skills to make managerial decisions and provide leadership in environmental, safety and occupational health (ESH) careers. The program combines science, engineering, policy and business concepts to prepare students in five areas:

1. Business Knowledge:

Understand executive, strategic and operational business concepts as they apply to ESH issues;

2. Analytical Skills:

Use quantitative mathematical/statistical methods as well as program-specific computer applications and online tools to assess and interpret data and other information whether it is of laboratory, field, engineering, financial or managerial origin;

3. Managerial Skills:

Apply the leadership, facilitation, negotiation and coordination techniques that are effectively used to address ESH issues among employees, organizations, communities and nations;

4. Technical Knowledge:

Solve problems in selected areas of regulatory compliance and enforcement; basic and applied ESH science; engineering controls for risk reduction; behavior- and audit-based hazard management systems; functional ESH and project administrative tasks;

5. Integrative Skills:

Integrate business knowledge, analytical skills, managerial skills and technical knowledge into effective actions and presentations.

Degree Requirements

The Master of Science in Environmental, Safety and Health Management (ESH) requires the completion of 33 semester hours of graduate course work. All graduate courses are three or four semester hours except for the capstone project and research methods classes. *No more than one course with a grade of "C+" or "C" can be used to meet graduation requirements.*

I. ES&H CORE COURSES (21 semester hours)

Students are required to complete an eight-course core curriculum.

ENVM 510 Environmental Health and Epidemiology	3 semester hours
ENVM 515 Accounting and Financial Analysis for Technical Managers	3 semester hours
ENVM 520 Public Policy and Communication	3 semester hours
ENVM 540 Production Operations and Auditing	3 semester hours
ENVM 598 Research Methods	1 semester hour
ENVM 625 Project Management and Planning	3 semester hours
ENVM 665 Risk Management for Managers	4 semester hours
ENVM 698 Integrated Project (Capstone Project)	1 semester hour

II. ELECTIVES (12 semester hours)

Each student must choose four elective courses from the following.

ENVM 525	Organizational Theory and Behavior	3 semester hours
ENVM 550	OSHA Law and Regulations	3 semester hours
ENVM 560	Disaster and Emergency Management	3 semester hours
ENVM 570	Applied Safety Management	3 semester hours
ENVM 581	Solid Waste Management	3 semester hours
ENVM 583	ESH Quality Systems and Auditing	3 semester hours
ENVM 585	Water and Wastewater Treatment	3 semester hours
ENVM 590	Air Pollution Control	3 semester hours
ENVM 599	Topics in Environmental Management	3 semester hours
ENVM 605	Industrial Hygiene Principles and Calculations	3 semester hours
ENVM 620	International Environmental Policy	3 semester hours
ENVM 645	Environmental Remediation Management	3 semester hours
ENVM 650	Environmental Law and Permitting	3 semester hours
ENVM 655	Pollution Prevention and Industrial Ecology	3 semester hours
ENVM 660	Disaster Management: Vulnerability and Threat Assessment	3 semester hours
ENVM 661	Disaster Management III: Incident Command and Response	3 semester hours
ENVM 662	Disaster Management: Business Continuity and Asset Protection	3 semester hours

Certificate Requirements

Students who meet the admission standards for the graduate ENVM degree program can choose to complete a certificate program either in addition to or independent of completing other core degree requirements. The certificates are designed to provide focused professional education for ESH managers in industry and the public sector in one or more specialized areas.

Graduate certificates can be pursued in three areas: emergency and disaster management, environmental management and occupational health and safety management. Each requires the successful completion of five courses for 15 semester hours (with a grade of “B-” or better) selected from the groups of graduate offerings listed below. Note that these offerings include courses from Findlay’s master’s degree programs in environmental, safety and health management (ENVM) and education (EDHR).

Students in the master’s degree program can count any of the certificate courses toward the elective portion of their Master of Science degree. However, they are not required to select elective courses from a single certificate, and instead are encouraged to develop breadth across several professional areas.

Students who already have a Master of Science degree or other professional degree in business, engineering, law or allied health from a recognized accredited institution also are eligible to complete the certificates. Transfer credit from other accredited graduate programs will not be awarded for students enrolled only in the certificate program. Each certificate requires the completion of 15 semester hours of new course work, the students who opt to complete more than one certificate cannot double count any overlapping courses.

Certificate in Emergency and Disaster Management (select five of the following for 15 semester hours):

ENVM 510	Environmental Health and Epidemiology	3 semester hours
ENVM 560	Disaster and Emergency Management	3 semester hours
ENVM 585	Water and Wastewater Treatment	3 semester hours
ENVM 590	Air Pollution Control	3 semester hours
ENVM 660	Disaster Management: Vulnerability and Threat Assessment	3 semester hours
ENVM 661	Disaster Management: Incident Command and Response	3 semester hours
ENVM 662	Disaster Management: Business Continuity and Asset Protection	3 semester hours
EDUC 642	Instructing the Adult Learner	3 semester hours

Certificate in Environmental Management (select five of the following for 15 semester hours):

ENVM 570	Solid Waste and RCRA Landfill	3 semester hours
ENVM 581	Solid Waste Management	3 semester hours
ENVM 583	ESH Quality Systems and Auditing	3 semester hours
ENVM 585	Water and Wastewater Treatment	3 semester hours
ENVM 590	Air Pollution Control	3 semester hours
ENVM 620	International Environmental Policy	3 semester hours
ENVM 645	Environmental Remediation Management	3 semester hours
ENVM 650	Environmental Law and Permitting	3 semester hours
ENVM 655	Pollution Prevention and Industrial Ecology	3 semester hours

Certificate in Occupational Health and Safety Management (select five of the following for 15 semester hours):

ENVM 510	Environmental Health and Epidemiology	3 semester hours
ENVM 550	OSHA Law and Regulations	3 semester hours
ENVM 560	Disaster and Emergency Management	3 semester hours
ENVM 570	Applied Safety Management	3 semester hours
ENVM 583	ESH Quality Systems and Auditing	3 semester hours
ENVM 605	Industrial Hygiene Principles and Calculations	3 semester hours
EDHR 641	Training and Development in Organizations	3 semester hours
EDHR 642	Instructing the Adult Learner	3 semester hours

Admission Requirements to the ENVM Program

In addition to graduate admission, the ENVM Program requires:

1. A minimum GPA of 3.0 or permission of the program director.
2. Fulfillment of prerequisite competencies, by demonstrated knowledge as a result of undergraduate transcripts or completion of bridge courses.
 - a. Math/Statistics — basic algebra, simultaneous equations and basic probability and statistics
 - b. Computers — basic word processing and data manipulation using spreadsheets
 - c. Chemistry — background in general and organic
 - d. Knowledge of United States environmental laws and regulations
 - e. Biology — background in biological sciences

These competencies will be determined or verified in one of two ways. 1) The student will demonstrate competency by presenting an undergraduate transcript that will show at least two courses in biological sciences and two courses in chemistry. 2) Should a student's transcript not show such courses, the student will be required to take the appropriate bridge and demonstrate competency with a test that includes relevant questions to those fields. Algebra and statistics information and competency will be included in ENVM 502. Biological sciences, chemistry and other relevant science information and competencies will be included in ENVM 503.

3. Demonstrated analytical skills
 - a. Students must take the Graduate Record Exam (GRE) prior to full admission to the program and obtain at or above the 35th percentile on the quantitative sectionOR
 - b. Students must take the bridge course ENVM 502, Technical Review Course. This course does not provide credit towards the degree.

ENVM Bridge Course Criteria

1. All students with an undergraduate education degree obtained outside of the United States (whether on an I-20, other temporary visa or permanent resident) will be conditionally accepted on taking ENVM 501, Anglo-American Jurisprudence and Writing.
2. All students must take the GRE and obtain at or above the 35th percentile on the Quantitative section or must take ENVM 502, Technical Review Course and receive a satisfactory grade of “B-” or better to demonstrate algebra and statistics competency.
3. Any student who does not show courses in anatomy and physiology, cellular or microbiology and introductory and organic chemistry must demonstrate competency in these subjects. Any student who completed his or her undergraduate degree more than five years prior to requesting admittance into the program or whose GPA is less than 3.0 in his or her previous 60 hours of course work must take a pretest in biology and chemistry to demonstrate competency in these subjects. Any student who fails to achieve a passing grade on the pretest in biology and chemistry must take the ENVM 503, Biology and Chemistry Review Course and obtain a minimum performance of “B-” or better. Students may be exempted at the discretion of the academic program director and be conditionally accepted to the program and then complete the requirement within the first year of starting the program.

Master of Science in Environmental, Safety and Health Management Courses (ENVM)

501 ANGLO-AMERICAN JURISPRUDENCE AND WRITING

2 semester hour

This course includes a review of the basic system of laws and courts in the United States, focusing on the federal and state legal systems, particularly how laws are made and interpreted. The importance of precedent will be discussed. The interplay between the federal and state systems will be explored. Additionally, emphasis will be placed upon the administrative legal system and how administrative rules and decisions interrelate with statutes and court decisions. Students will also study the basic concepts of American environmental law. A writing component will focus on writing principles and grammar to improve clarity and correctness; on proper academic research; on the acceptable, scientific use of evidence/support materials in research or scientific papers; on APA standards for source identification and on revision, editing and library skills. Each student will be expected to do a writing sample and short research projects to reveal competencies necessary for graduate work. A final exam covers major course content (terminology, concepts, principles, etc.) in order to determine overall understanding of the writing process and how to evaluate written work as self-directed graduate students.

502 TECHNICAL REVIEW COURSE

2 semester hours

This course introduces students to the fundamental principles in mathematics and science important for the ESH discipline. ESH professionals must have basic knowledge in the fields of mathematics and statistics in order to understand phenomena and apply theory in the fields of health, industrial hygiene and environmental services. This course seeks to direct the student entering the MS program to prerequisite knowledge and skills that will help to ensure success in fulfilling course work requirements. This class will be offered as optional to those students who have had basic course work but wish to refresh their skills, and as mandatory to those students who have not demonstrated adequate undergraduate preparation.

503 BIOLOGY AND CHEMISTRY REVIEW COURSE

2 semester hours

This course is intended for graduate students who are refreshing their chemistry and biology backgrounds for the environmental management master's program. The material presented will acquaint the student with a chemistry review and structure of the human body as it relates to its function. Special emphasis is placed on those systems that have a direct bearing on structure, function and social issues of today.

510 ENVIRONMENTAL HEALTH AND EPIDEMIOLOGY *3 semester hours*

This course is an introduction to the diverse and dynamic elements of natural systems and human populations and the impact on each other. The course will illustrate how epidemiology is an important tool to evaluate these impacts relative to environmental safety and health. It is designed for individuals with various backgrounds and with limited education in biomedical sciences, statistics or advanced mathematics. The purpose of the course is to provide the basis for public health investigations and the underlying rationale for toxicological standard setting. A case-study approach will be employed.

515 ACCOUNTING AND FINANCIAL ANALYSIS FOR TECHNICAL MANAGERS *3 semester hours*

This course is a study of financial accounting models and their relevance to cost control. This class enables ESH managers to understand accounting and auditing practices to encourage sound financial decisions. Additionally, the tracking of costs for ESH equipment and supplies within the firm's accounting system is discussed to enable the manager to better understand financial impact. A second portion of this class will discuss project management accounting practices and review of financial statements to evaluate corporate practices.

520 PUBLIC POLICY AND COMMUNICATION *3 semester hours*

This course provides an overview of the social, governmental and economic forces during the development and implementation of environmental and labor laws and policy. The impact of public opinion on political systems and mechanisms provides the basis for understanding the specific nature and ramifications of environmental, employee safety and public health issues. This course covers the development of federal and state laws, and local zoning issues. This class provides the skills necessary to assess changes in policy and communicate their impacts and risks to the organization. This course also discusses external communication of risk to public representatives, regulators and the legal community.

525 ORGANIZATIONAL THEORY AND BEHAVIOR *3 semester hours*

This course addresses the essential strategies for understanding and managing an organization and its human resources, especially in the area of ESH administration. Specific examples of the strategic direction and management leadership of successful companies are compared with their competitors. This class also discusses the fit of corporate strategy to the organizational type, level and culture, and the employee culture, as well as the various approaches to human resource utilization.

540 PRODUCTION OPERATIONS AND AUDITING *3 semester hours*

This course discusses operational management systems and their impact on the market strength of the company. Environmental, safety and health issues are discussed as they apply to operational considerations within an organization. This class discusses waste recognition and reduction techniques in order to improve the efficiency of the operation and reduce its liability. Case studies provide the framework for data analysis, conceptual information and critical thinking. Auditing techniques, reporting and corrective action are central issues for applying business decisions to environmental, safety and health issues.

550 OSHA LAW AND REGULATIONS *3 semester hours*

This course addresses the Occupational Safety and Health Act and related statutory and constitutional issues. Case studies are used to enhance the critical thinking and research skills required to solve problems, resolve conflict and express and communicate ideas in this subject area. The student will also learn to relate Occupational Safety and Health Administration (OSHA) concerns to practical decision-making in the environmental, safety and health field.

560 DISASTER AND EMERGENCY MANAGEMENT *3 semester hours*

This course is an overview of all phases of disaster and emergency management as they relate to the private, public and non-profit sectors of a community. Systematic approaches for emergency planning, incident command, response and recovery are examined for organizations of all sizes. Governmental roles (local, state and federal) in mitigation, preparedness, response and recovery are examined as well as the roles of non-profit organizations. The importance of an integrated approach to emergency management, coordinating community resources and incorporating public sector liability, is addressed throughout.

- 570 APPLIED SAFETY MANAGEMENT *3 semester hours*
This course focuses on behavior-based safety management practices. Effective safety and health management involves the collective support of the corporate structure and employees. Management issues involve employee motivation, company culture, hazard recognition, evaluation and prevention, regulatory compliance, benchmarking performance, auditing and recordkeeping.
- 581 SOLID WASTE MANAGEMENT *3 semester hours*
This course will focus on current municipal solid waste landfill design and operation and solid waste management issues including the generation, reduction, collection, disposal and management of solid waste in the United States. Topics will include landfill design, landfill operation, source reduction, recycling, reuse, waste to energy issues, composting and bioreactor landfill methodology.
- 583 ESH QUALITY SYSTEMS AND AUDITING *3 semester hours*
This course provides an introduction to the management systems and quality-assurance methods used to enhance operational and compliance effectiveness in environmental and safety and health departments and programs. Surveyed topics include ISO 14000 and Occupation Health and Safety Assessment Series (OHSAS) 18001 and related quality-management approaches.
- 585 WATER AND WASTEWATER TREATMENT *3 semester hours*
This course is a review of the common treatment technologies and design engineering approaches used to prepare drinking water and treat wastewaters. Regulatory expectations under the Safe Drinking Water Act, the Clean Water Act and related water-quality laws are emphasized throughout. Watershed analysis and source water protection initiatives are also discussed.
- 590 AIR POLLUTION CONTROL *3 semester hours*
The objective of the course is to provide the student with a comprehensive understanding of issues relating to the sources and types of air emissions, meteorology and its roles in the dispersion of air pollutants. In addition, the course will provide the student with a brief review of the regulatory history of federally enacted laws. The course will discuss the common control technologies used to control air emissions from fixed sources. The course will also address atmospheric photochemical reactions and mobile sources.
- 598 RESEARCH METHODS *1 semester hour*
This course provides instruction in the design, formulation and appraisal of a potential research topic and is the foundational class for the integrated culminating project. The course will enable the student to better understand the research process from conception to completion, including the use of online reference materials.
- 599 TOPICS IN ENVIRONMENTAL MANAGEMENT *3 semester hours*
This repeatable topics course focuses on current topical issues in environmental, safety and health reporting and planning for managers.
- 605 INDUSTRIAL HYGIENE PRINCIPLES AND CALCULATIONS *3 semester hours*
This course introduces students to the fundamental principles of industrial hygiene evaluation and control. With the use of case studies and calculations the student will become familiar with the principles of toxicology and behavior of gases, vapors and aerosols. Typical workplace applications involving standard preparation and calibration, use of gas laws to evaluate occupational exposure, and estimating ventilation flow for typical dilution and local exhaust ventilation will be illustrated throughout this course. Methods of evaluating thermal stress, noise and non-ionizing radiation will be illustrated with appropriate numerical methods. An introduction to the principles of and models employed in evaluating repetitive motion and cumulative trauma will be presented.

- 620 INTERNATIONAL ENVIRONMENTAL POLICY *3 semester hours*
This course focuses on an understanding of international agreements and treaties that affect commerce and environmental protection on a global level. The course is structured on a 10-session format.
- 625 PROJECT MANAGEMENT AND PLANNING *3 semester hours*
This course covers the elements of effective project management through strategic planning, forecasting, project implementation and cost control. The student will understand the translation of corporate environmental, safety and health policy into viable operational functions. The student will be able to communicate environmental, safety and health projects to management in a business format through understanding of cost, budget and return- on-investment considerations.
- 645 ENVIRONMENTAL REMEDIATION MANAGEMENT *3 semester hours*
This course presents an overview of waste management technologies and waste characterization as well as principles of movement and reactions of contaminants in air, water and soils. This course includes an introduction to the economics of waste management technologies and project/program management as well as related redevelopment issues.
- 650 ENVIRONMENTAL LAW AND PERMITTING *3 semester hours*
This course provides an overview of the development and structure of the Environmental Protection Agency (EPA). Students will study the format and requirements of specific EPA regulations and their application to business and industry. Permit application and documentation for compliance will be stressed to enable students to learn environmental management techniques.
- 655 POLLUTION PREVENTION AND INDUSTRIAL ECOLOGY *3 semester hours*
This course addresses the methods and cost-benefit analysis of proactive pollution prevention approaches and waste minimization programs. Case studies are used in conjunction with federal, state and proprietary reference materials to guide students through the implementation of customized pollution prevention programs. Life cycle analysis, assessment of wastes released in related production infrastructure and other aspects of industrial ecology are introduced.
- 660 DISASTER MANAGEMENT: VULNERABILITY AND THREAT ASSESSMENT *3 semester hours*
This course offers a risk identification and analysis for facilities and communities for extraordinary hazards of varied origin, including natural, accidental, criminal and terrorist events. The course emphasizes both the identification of potentially catastrophic hazards and appraisal of their potential operational impacts within organizations' overall protective strategies to reduce risk. This course utilizes a case-study approach. Students complete an independent analysis for a facility or community setting.
- 661 DISASTER MANAGEMENT: INCIDENT COMMAND AND RESPONSE *3 semester hours*
This course offers a state-of-the-art guide for designing an emergency response system incorporating all the latest guidance from the federal agencies now cooperating within the Department of Homeland Security, including the Federal Emergency Management Agency (FEMA), OSHA, National Security Agency (NSA) and Departments of Transportation (DOT), Justice and Treasury, as well as professional associations such as National Fire Protection Association (NFPA) and Academy of Certified Hazardous Materials Managers (ACHMM). The course includes exercise development and implementation.
- 662 DISASTER MANAGEMENT: BUSINESS CONTINUITY AND ASSET PROTECTION *3 semester hours*
This is a focused risk management course that addresses the business issues of coping with a catastrophe including operational continuity, contingency planning, loss exposure, insurance, liability, public-sector assistance, bankruptcy and long-term recovery.

665 RISK MANAGEMENT FOR MANAGERS

4 semester hours

This course incorporates environmental, safety and health management considerations as a component for overall firm strategy. The course discusses the process of identification, assessment, handling and minimization of financial risk. Students will conduct risk assessment through the process of collecting, analyzing and communicating scientific and economic information for use in policy formulation, decision-making and risk management. Mathematical techniques will be used for probability determination and statistical analysis.

698 INTEGRATED PROJECT (CAPSTONE PROJECT)

1 semester hour

This course is a project designed to be taken as a last course in the program. The student will integrate and apply the concepts learned through the program to complete a project in environmental, safety and health management application. The student and adviser will agree on the type and nature of a problem selected by the student. The project will involve research and preparation of a written product that defines the project, summarizes the data and presents the conclusions of the student. The capstone project will be used as an evaluation tool for program objectives.



Student Rights and Responsibilities Statement

Preamble and Premises

The primary mission of The University of Findlay is to equip students for meaningful lives and productive careers. To accomplish this, students must be provided with the opportunity to acquire a liberal arts education to the extent of their abilities, to achieve competence in their chosen disciplines, to explore the significant issues confronting society and to develop a heightened sense of responsible citizenship. In keeping with this mission, the academic program at The University of Findlay attempts to:

1. Be responsive to the needs of students in a rapidly-changing society and to new developments in the understanding of learning;
2. Assist students to become mature adults capable of continuous self-education;
3. Develop awareness of self, others and the environment;
4. Develop understanding of various approaches to knowledge;
5. Develop the ability to choose values critically.

The University of Findlay Board of Trustees, as the governing body of the University, is charged by law with the authority and duty to determine policies and to make or approve rules and regulations to promote the mission of the University. This legally-imposed duty includes the authority to delegate administrative responsibilities to supervise and control the conduct of any member or segment of the University community who impedes, obstructs or seriously threatens the mission of the University.

Together with the Trustees, all members of the University family, individually and in group relationships, share a common responsibility to refrain from conduct which obstructs the achievement of the purposes of the University, interferes with the lawful exercise of rights by other persons, endangers the safety or security of other persons or their property, prevents the proper use of the facilities of the University by persons entitled thereto or impairs the growth and maintenance of the kind of academic environment which is essential to the operation of an institution of higher learning.

It is assumed that any person admitted as a student at The University of Findlay is aware of its mission and hopes to gain the maximum educational benefits available, both formal and informal. Informal education benefits available to students are those which accrue from participation in the political, social, religious, cultural, aesthetic and recreational experience related to the non-academic life of the University community and contact with the broader public community of which the University is a part.

The student has basic civil and human rights and immunities which the University has a duty to protect and which the student has an obligation to fulfill. Consequently, the proper functioning of The University of Findlay community requires the adoption and enforcement of rules and regulations specific to its own self-image and circumstances. A student has the right to the practical experience derived from participation in the formulation and administration of such rules and regulations, especially those most directly concerned with the student's personal relationship to the University and to his or her fellow students — a community committed to the honoring of responsibilities, the protection of rights and the goal of equality of treatment for all within the requirements of state and federal law.

I.

The following particular rights of the student are recognized as among those which the University has a duty to foster and protect:

1. The right to pursue educational, recreational, social, religious, cultural and residential activities.
2. The right to maintenance of a campus environment characterized by safety and good order.
3. The right to organize, join and maintain membership in associations to promote lawful interests the student holds in common with other students, subject to reasonable and non-discriminatory University regulations.
4. The equal right with others to appropriate available services of the faculty, administrative offices and counseling agencies of the University.
5. The right to fair and impartial evaluation of the student's academic work.

6. The right to have complete and accurate records kept by the University of the student's own academic performance and equally accurate records of fellow students with whom he or she is compared for grading and awarding of degrees.
7. The right through the Student Government Association to voice his or her opinion and to participate in the formulation of regulations affecting student affairs.
8. The right within lawful bounds, individually and in association with others, to express dissent, to protest, to petition for redress of grievances or to demonstrate in support of or against University, city, state or national policy in a manner not infringing on the rights of others, but subject to the condition that demonstrations staged on campus or University-controlled property must conform to University regulations concerning prior notice of time, place and purpose filed by persons who acknowledge responsibility for leadership of the activity in question.
9. The right to have the University maintain and protect the confidential status of the student's academic conduct and counseling records. Except under legal compulsion, information contained in such records, with the exception of the student's name, mailing address, telephone listing, electronic mail address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received and the most recent previous educational agency or institution attended by the student, will not be released to agencies outside the University without written consent of the student. The student shall specify what categories, if any, of his or her records are excluded from such permission; otherwise the permission will be deemed to be general. If the permission is limited, this fact may be noted on the release. Recognition of this right of confidence shall not, however, infringe on the right of an individual to express his or her unofficial personal judgment within a professional framework as to the ability and character of a student based on personal knowledge and the public reputation the student has made for himself or herself in the University community. A copy of the Family Educational Rights and Privacy Act (FERPA) may be requested through the Office of Student Services.

II.

The following are among the responsibilities recognized as incumbent upon every student:

1. The responsibility to exercise initiative in contributing to and maintaining standards of academic performance as established by the faculty and governing authorities of the University.
2. The personal responsibility for acting in such a manner as to promote and ensure to fellow students and other members of the University family the rights enumerated in the preceding Section I of this statement.
3. Individual responsibility for his or her actions in respect to University rules and regulations.
4. Individual responsibility for his or her actions in respect to the provisions of local, state and federal laws.
5. Responsibility for conducting himself or herself in a manner which helps to create and maintain a learning atmosphere in which the rights, dignity and worth of every individual in the University community are respected.
6. Responsibility to refrain from individual and group action which causes loss or damage to property and rights therein of the University, fellow students or any other member of the University community.

III.

Student participation in University government.

1. Qualified students selected by the student body and representative students selected by the administration shall be given the right to attend, take part in the deliberations of and have the right to vote at meetings of faculty standing committees such as the Convocations Committee, Athletic Committee, Committee on Committees and other standing or ad hoc special committees that may be established in the future with provisions for student representation.
2. Student representatives also shall be selected to attend and take part in the discussion of various standing committees of the Board of Trustees and other ad hoc special committees, dealing with subject matter of particular interest to students, and shall be invited to attend meetings of the Board of Trustees dealing with matters of special interest and given an opportunity in such meetings to express their views and opinions.

IV.

Disciplinary procedures in instances of student misconduct of a non-academic nature not subject to suspension or dismissal.

1. Policy:

- a. Violations of University rules, regulations or policies that do not rise to the level of suspension and/or dismissal shall be adjudicated by authorized personnel associated with the Office of Student Services. **Outside parties may not represent or be present at a judicial meeting.** Sanctions may include but are not limited to: assignment of probation status, monetary fine, community service, restitution, counseling, restriction in campus access and/or participation in additional educational activities.

2. Appellate procedure:

- a. Decisions rendered regarding violations of University rules, regulations or policies of a non-academic nature that do not rise to the level of suspension and/or dismissal are not subject to appeal and are final when rendered.

3. In instances where the assessment of the prescribed or decided appropriate sanction for lesser offenses render a student subject to suspension or dismissal, the jurisdiction of authorized personnel from the Office of Student Services shall cease. Such cases shall be forthwith referred to the Vice President for Student Services for appropriate action.

V.

Disciplinary procedures in instances of misconduct of a non-academic nature which may subject a student to suspension or dismissal.

1. Investigation of alleged misconduct of a non-academic nature:

- a. Investigations of alleged serious misconduct of a non-academic nature shall be made by authorized personnel of the Office of Student Services. Accused students shall be personally interviewed. Before being questioned, a student shall be advised of the specific allegations made against him or her and that he or she is not required to make any statement but may voluntarily make a statement and explanation of the facts and submit information in proof of the same. If, as a result of such preliminary procedures, it appears there is factual basis supporting an allegation which could lead to suspension or dismissal, then the matter will be referred to the Vice President for Student Services for review and possible referral to the Conduct and Discipline Committee* for a more detailed investigation before any decision is made or disciplinary action is taken against him or her.

*The Conduct and Discipline Committee is composed of up to three faculty members and up to four student members. Committee members are appointed annually based on recommendations from the Student Government Association and the subsequent approval from the Vice President for Student Services. The Vice President for Student Services is not a member of the committee, but is responsible for observing all meetings to insure that appropriate procedures are followed and that all pertinent information is presented.

- b. In a matter when a student feels that disclosure of events surrounding his/her actions before a committee may be detrimental to his/her reputation, he/she may request that the Vice President for Student Services adjudicate the matter and not make a referral to the Conduct and Discipline Committee. Should the student choose this alternate route, the Vice President for Student Services will review the matter and render a decision.

2. Conduct and Discipline Committee Meeting:

- a. The student shall be furnished with a written statement of the allegations against him/her along with a notice of the time and place of the Conduct and Discipline Committee meeting.
- b. The student shall be given (at the discretion of the Conduct and Discipline Committee Chair) reasonable opportunity to introduce information by way of written and/or oral statements from witnesses and otherwise in his/her own defense. **Outside parties may not represent or be present at a Conduct and Discipline Committee meeting.** The Conduct and Discipline Committee shall weigh the information, reach a decision and determine and impose the appropriate sanction, if any. The Committee's action shall not be subject to any further appeal in the normal sense except as described in Section V, Item 4.

- c. At any time when time factors or vacation periods make it impossible for the regularly appointed Conduct and Discipline Committee to meet, the Vice President for Student Services will appoint an ad hoc committee to meet.
 - d. During the last 21 days of any semester the Vice President for Student Services, may, with the permission of the President, suspend the student immediately. The student may appeal to the Conduct and Discipline Committee within 72 hours after the suspension.
 - e. In the event that it appears the action of a student may present clear and present danger to the campus community, the Vice President for Student Services in consultation with the President may suspend a student immediately. In such an event, the student may appeal this decision to the Conduct and Discipline Committee after the suspension but no later than 72 hours.
3. Copies of the allegation letter sent to the student prior to the meeting and the decision letter sent to the student following the meeting will be kept by the Office for Student Services.
4. Appellate procedure:
- a. A student who has been found responsible for misconduct of a non-academic nature and who is subsequently suspended or dismissed may file a written application for permission to appeal to the President. Such application shall identify the matter and contain a concise statement of the reason for the appeal (e.g., claim that the finding responsibility is contrary to the manifest weight of information presented at the hearing; that the sanction assessed exceeds that prescribed for the violation for which the student was cited; other substantial errors in the original proceeding) and shall be filed within 72 hours from pronouncement of the decision.
 - b. The President shall consider the application as promptly as possible and may call the appellant to appear to make a further statement or explanation in support of the application before deciding whether to grant the application. If it is decided that the application is not merely frivolous and does present a substantial question whether real injustice has been done, the application shall be granted and the matter reviewed. Once the review is completed, the President may sustain, reverse or modify the decision and orders made based on the original decision.
 - c. The judgment and final orders of the President, including orders denying applications to appeal, shall not be subject to review by or appeal to any higher authority.
5. If the Vice President for Student Services feels that the decision of the Conduct and Discipline Committee is inconsistent with the mission and goals of the institution, he may appeal the decision to the President of the University.

VI.

Disciplinary Procedures in Instances of Student Organization Misconduct. In the event a recognized student organization is accused of misconduct, the following procedure will generally be followed:

1. Upon notification of a violation, a representative from the Office of Student Services will meet with the president of the organization to investigate the situation.
2. If, after investigation, the violation does not warrant loss of University recognition, the matter will be handled following the procedures outlined under section IV.
3. If, after investigation, the violation appears to warrant loss of University recognition, the matter will be handled following the procedures outlined under section V.
4. In all instances the president of the accused student organization shall serve as the official spokesperson, and shall be responsible for presenting all information regarding the matter.
5. If a student organization is placed on probation status, any violations occurring during the term of that probation will be investigated by appropriate staff members, and the matter will be adjudicated by the Vice President for Student Services. Decisions rendered by the Vice President for Student Services regarding violations occurring the probation term shall be final and shall not be subject to appeal.

VII.

Types of misconduct of a non-academic nature which may subject a student to suspension or dismissal.

1. It should be readily understood that misconduct of a non-academic nature which the laws of the land treat as punishable crimes (which may be loosely defined as wrongs against society) usually involve also an element of harm to some individual or group within the broader context. A complex organization such as a university community requires rules and regulations peculiar to its own situation and internal means of enforcing their observance independently from public authority for the protection of itself and its subgroups and individual members, keeping in mind the principle that discipline should have the primary aim of promoting the welfare of the person who is subject to it and that punishment as a matter of law enforcement is incidental and secondary.
2. The following offenses on the part of a student, when committed on University-owned or -controlled property or against such property or when the offense is against a fellow student or other member of the University family or its invited guests, are considered to be of a nature, depending on the circumstances of the particular case, as to warrant disciplinary action up to the possible level of temporary suspension or permanent dismissal.
 - a. Attempting or committing physical violence or acts of sexual harassment against any student, faculty member, administrative officer, employee, guest of the University, or against any other person on University-owned or -controlled property.
 - b. Malicious destruction, damage or theft of personal or University property, including incidents of arson, vandalism, larceny, burglary, breaking and entering, robbery or embezzlement.
 - c. Obstruction or disruption of teaching, research, administration, disciplinary procedures or other authorized activities on University-owned or -controlled premises.
 - d. Alteration, forgery or misuse of University documents or records including fraudulent misuse of identification cards or furnishing false information to the University with intent to deceive.
 - e. Violation of published University policies, rules and regulations concerning fraternities, sororities and other student organizations; use of University facilities; or concerning the time, place and manner of meetings and demonstrations on University-owned or -controlled property. (Protection of right of lawful assembly and protest are covered in Section 1, (8) of this joint statement.)
 - f. Possession or use of firearms, air guns, explosive devices or materials of any description, or deadly weapons, in violation of civil laws and ordinances and in violation of University regulations concerning safekeeping of lawful firearms.
 - g. Unlawful possession, use or distribution of marijuana, narcotics, hallucinogens, barbiturates, amphetamines, prescription drugs or any other illegal substance.
 - h. Possession, use or distribution of beer, wine or intoxicating liquor.
 - i. Gambling.
 - j. Tampering with or misuse of fire alarms or fire-fighting equipment.
 - k. Disorderly conduct of aggravated degree, incitement, enticement, verbal abuse, or lewd, indecent, obscene or racist conduct or expression on University-owned or -controlled property or at University-sponsored or -supervised functions.
 - l. Conduct not herein above specifically listed which is classified as a felony under the provisions of the Ohio Revised Code or Federal Statutes.
 - m. Refusal to comply with lawful directions of University officials acting in the performance of their duties.
 - n. Infractions of on-campus housing policies and/or University policies as detailed in this catalog, involving a third appearance before a hearing officer, are subject to be treated as a single offense subject to disciplinary procedure under this section.

Earlier sections of this joint statement describe the procedures designed to assure every student who is charged with misconduct of a non-academic nature of fair and impartial consideration and treatment. The penalties referred to, directly or by inference, in those sections range all the way from simple reprimand and minor social probation through restitution, strict disciplinary probation, temporary

suspension and up to the ultimate point of permanent dismissal. It might appear at first glance that it would be well to prescribe a very particular punishment for infraction of each particular rule. There are good reasons for not so attempting: (1) What should be a brief, understandable statement of principles would become a complex, rigid, self-defeating code stressing the negative approach to social interaction; (2) More importantly, substantial inequities would be certain to result from the fact that many given acts of misconduct do vary greatly as to seriousness and appropriate kind and degree of punishment depending on intent and surrounding circumstances which cannot, in the nature of things, all be foreseen and allowed for. Consequently, the real protection against the harshness and inequities inherent in such a system lies in the adoption of a flexible framework within which administration involving the peers of the accused is provided and the right of meaningful appeal is protected.

3. With respect to serious public offenses committed by students off-campus and not directly involving the University or member of the University family, or under circumstances not specifically covered above, the following policy shall apply: It is not the function or the intention of the University to attempt to substitute itself for or duplicate the work of the duly constituted civil authority in dealing with violations of the law and ordinances enacted for the protection of the public. It is understood that the University should not assess additional punishment or penalties, as such, for such infractions. In these cases, when the unique and distinct interests of the University are not involved, its role shall be that of a counselor to the end of helping the student achieve an acceptable adjustment under which he or she can continue his or her education. However, a student who has been formally charged in a civil court with a criminal act of so serious a nature and under such circumstances that the student's presence on campus is deemed to constitute a real threat to the safety of property of the University or of the persons or property of members of the academic community or whose presence under the circumstances is clearly deleterious to the avowed purposes of the institution, may be suspended for a temporary stated period or pending final determination of the case by the courts. The question of possible dismissal of the student in case of admitted or legally determined guilt shall not be considered or decided pending action in the courts.

VIII. ACADEMIC DISHONESTY

Disciplinary procedures in instances of student misconduct of an academic nature.

When, in the opinion of a faculty member, a student is responsible for violating University rules, regulations, or policies of an academic nature, the faculty member MUST notify in writing the Dean of Undergraduate Education/Dean of Graduate and Professional Studies and the student upon confirmation of the incident. For reporting purposes, an Academic Dishonesty Form is available in the Office of the Registrar or online at www.findlay.edu, KEYWORD: Advising forms. A copy of the form will be forwarded to the college dean, area director/department chair, registrar, and the student. Cases will be handled in a timely manner.

Violations of an academic nature may include, but are not limited to, cheating, fabrication and/or plagiarism. Each of these are defined as follows:

Cheating

Cheating is generally defined as obtaining or creating an unfair advantage in any assignment or examination through the use of unauthorized aid whether given or received. Cheating includes, but is not limited to, the following examples:

1. Use of external assistance on any in-class or take-home examinations without the faculty member's specific authorization. This prohibition includes, but is not limited to, the unauthorized use of tutors, books, notes, calculators, databases, software or computers.
2. Use of another person as a substitute or surrogate in the taking of an examination or quiz.
3. Theft of examinations or other course materials.
4. Use or allowance of others to conduct research or to prepare any work for a student without advanced authorization from the faculty member to whom the work is being submitted. Under this prohibition, a

student must not make any unauthorized use of materials obtained from commercial term paper companies or files of papers prepared by other persons.

5. Submission of a written report or project which is represented explicitly or implicitly as the student's individual work when such work was produced in collaboration with one or more other persons.
6. Use of any unauthorized assistance in a laboratory, at a computer terminal or on field work.
7. Work on an examination other than during the time or at a location authorized by the examiner.
8. Submission of work for credit, when the same work has been or will be used for credit in another course, without the consent of both instructors.
9. Alteration of a grade or score in any way.
10. Giving or receiving answers on an assignment, quiz or examination after the examination. This particularly applies to students that are in different sections of the same class.

Fabrication

Fabrication is the intentional falsification or invention of research, data, citations or other information. Examples of fabrication include, but are not limited to,

1. Citing information not taken from the source indicated.
2. Including in a reference list sources which have not been consulted.
3. Inventing or altering data or source information for research or other academic exercise.
4. Falsifying any academic record or other University document.
5. Presenting data that were collected in an unorthodox or questionable manner.

Plagiarism

Plagiarism is the intentional or unintentional presentation of someone else's words, ideas or data as one's own work, both written or oral. If the work of another is used, acknowledgement of the original source must be made through a recognized reference practice, and, if verbatim statements are included, through quotation marks as well. To assure proper crediting a student will acknowledge the work of others,

1. Whenever one quotes another person's actual words,
2. Whenever one uses another person's idea, opinion or theory, even if it is completely paraphrased in one's own words, or,
3. Whenever one borrows facts, statistics, or other illustrative materials, unless such information is of such common knowledge so as not to be questioned.

All instances of academic dishonesty **MUST** be reported by the faculty member to the Dean of Undergraduate Education/Dean of Graduate and Professional Studies and the student. Based on the severity of the violation of University rules, regulations, or policies of an academic nature, the faculty member must choose a course of action. The course of action may include a zero for the assignment, a reduction in possible points for the course, a grade of "F" for the course, or other action outlined by the faculty member. The faculty member must include his or her course of action when notifying the Dean of Undergraduate Education/Dean of Graduate and Professional Studies and the student. When a student has violated University rules, regulations, or policies of an academic nature the student will not be permitted to withdraw from the course.

Upon notification from the faculty member, the Dean of Undergraduate Education/Dean of Graduate and Professional Studies will notify the student in writing that he or she is charged with violating University rules, regulations, or policies of an academic nature. This written notification will include the course of action the faculty member has chosen. The student then may appeal in writing the charge of violating University rules, regulations, or policies of an academic nature by beginning the Application for Formal Inquiry within five working days. Note, the deadline for starting the Application for Formal Inquiry must be adhered to or the appeals process is nullified. The beginning of the process is defined by one of the approved University representative's signature on the Application for Formal Inquiry. If a student is given an "F" for the course, he or she may not continue to attend the course. However, if the student is issued a grade of "F" for the course and appeals within the five working days, the student may resume attending class pending the final disposition of the matter.

A student accused and found responsible for violating University rules, regulations, or policies of an academic nature a second time during his or her career at The University of Findlay may be dismissed or suspended for a period of time as determined by the Graduate/Undergraduate Student Academic Standards Committee.

IX.

POLICIES REGULATING EXPERIENTIAL LEARNING

Students who are representing The University of Findlay in any off-campus experience are governed by this policy. This may include internships, service-learning opportunities, clinical/field work, student teaching, observations, etc. Students of The University of Findlay are expected to act in a professional, responsible, accountable and honest manner at all times and should abide by the Code of Ethics which regulates his/her profession as well as The University of Findlay's honor code. In addition, the student is expected to be compliant with program policies, procedures and standards and those of the clinical training site. During experiential learning, all state and federal laws and regulations must be followed. If there is a breach in maintaining these expectations, the following level of action may occur.

Level One: A verbal notice will be used to call a student's attention to non-compliance with program policies, procedures and/or program standards as well as those established by the learning site. The verbal notice will be documented in the student's record. If there is a breach in maintaining expectations, one or more of the following levels of actions may occur in any order.

Level Two Probation: A formal, written document will be composed and delivered to a student regarding the incident of continued non-compliance to the issue promoting a level one action. The student is considered to be on probation and will be closely monitored for academic and/or professional misconduct. The student should closely examine his/her behavior and follow a program-prescribed resolution plan to correct the behavior and/or academic performance.

Level Three Suspension: Suspension will result in the termination of the student's status and participation in program-related activities for a defined period of time with reinstatement possible, provided all specific conditions for reinstatement were met. The student has the right to due process and is invited to engage in the University appeal process as outlined in "**Process to be followed After an Experiential Learning Event**" provided below.

Level Four Dismissal: Dismissal of a student terminates a student's status in a program and ends all participation in learning activities. The student does not have the opportunity for readmission to the program. The student has the right to due process and is invited to engage in the University appeal process as outlined in "**Process to be followed After an Experiential Learning Event**" provided below.

Removal from the Learning Site

When a student's conduct or health endangers the well-being of others, creates disruption in the experiential learning site or makes it inadvisable for him/her to remain in the program's field experiences, the faculty reserves the right to remove him/her from the learning site. If the student supervisor or another representative of the learning site asks to have a student removed from the field experience, the student may be placed in an alternate site with a possible repetition of the rotation. The student's performance at the new site will be closely monitored to ensure the student's conduct is consistent with professional standards.

Request to be Removed from a Learning Site

If a student encounters individuals within a learning site who are not professional in their conduct or inconsistent with an appropriate code of ethics, he/she may request to be reassigned to an alternate site. If inappropriate behavior occurs at the site, the student should report the incident immediately to the learning coordinator. A new placement may require the student to repeat the entire rotation.

Background Check

A background check may be completed prior to field experiences. Students must use the program-designated agency for obtaining the background check and release the results to their program. Clinical sites may require additional background checks in an alternate format or time sequence. Full disclosure of any charges and/or convictions of a misdemeanor or felony must be reported prior to the off-campus portion of the program, regardless of how long ago they occurred. The only exceptions are: offenses committed while a juvenile, traffic violations which did not involve drugs or alcohol or charges which were dismissed. Disclosure of charges and/or convictions will not automatically disqualify your progression in the program.

A student whose background check indicates a felony violation may not be able to obtain a license through his/her state or be eligible to sit for national certification. It is the student's responsibility to initiate an investigation with the appropriate agency for the purpose of gathering data about obtaining a license or certification. Results of this investigation must be shared with the student's faculty adviser for informed career planning purposes. Program progression will be decided by the faculty members and/or clinical site based on the seriousness of the felony, date of occurrence and the action of the state or certifying agency.

A student with a misdemeanor violation involving drugs, alcohol or sexual misconduct may not be able to obtain a license through his/her state or be eligible to sit for the national certification. It is the student's responsibility to initiate an investigation with the appropriate agency for the purpose of gathering data about obtaining a license or certification. Results of this investigation must be shared with the student's faculty adviser for informed career planning purposes. Students must use the designated agency for obtaining the background check and release the results to their program. Program progression will be decided by the faculty members and/or clinical site based on the seriousness of the misdemeanor involving drugs, alcohol or sexual misconduct, date of occurrence and the action of the state or certifying agency.

Students having other misdemeanors in their background should consult with the program director and/or chair about the implications for program progression. Individual decisions will be made about the student's progression.

Process to be Followed after an Experiential Learning Event

1. When a learning agency contacts The University of Findlay program about a student's progress, complete written information will be collected concerning the event.
2. The learning coordinator of the program may visit the site to gather additional information.
3. A review of the situation will occur.
4. A decision about the event will be reached by the faculty member, adviser and program director and/or department chair. The student will be notified in writing of the decision.
5. The student has the right to appeal the decision to the Experiential Education Committee. This committee will be convened by the dean of the college in which the student is enrolled. The members of the committee shall include: a faculty representative of the College of Health Professions, College of Education and College of Business as well as two at-large faculty members. In addition, the faculty member of the course in which the student is registered, the student's adviser and the program director and/or department chair of the student's major will attend the meeting. The committee will listen to the student's appeal as well as the faculty member's comments and then reach a decision.
6. The program director and/or department chair will notify the student of the Experiential Education Committee's decision.
7. The student has the right to appeal the decision to the Vice President of Academic Affairs.

X.

NON-DISCRIMINATION AND ANTI-HARASSMENT POLICY

The University is committed to fostering an environment in which all individuals are treated with respect and dignity. Each individual has the right to work in an atmosphere that promotes equality and prohibits discriminatory practices, including harassment. Therefore, the University expects that all relationships among faculty, staff and students will be characterized by mutual respect and will be free of bias, prejudice, discrimination and harassment.

The University does not engage in discrimination in its programs, activities and policies against students, employees or prospective employees, in violation of state and Federal laws. The University prohibits and will not tolerate any such discrimination or related harassment at its facilities, programs and activities.

The University also prohibits retaliation against any individual who reports discrimination or harassment or participates in an investigation of such reports. Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action.

Individuals and Conduct Covered

These policies apply to all faculty, staff and students, and prohibit harassment, discrimination and retaliation.

Conduct prohibited by these policies is unacceptable on The University of Findlay campus and at functions related to The University of Findlay off campus.

Definitions of Harassment

- a. Sexual harassment constitutes discrimination and is illegal under federal, state and local laws. For the purposes of this policy, sexual harassment is defined, as in the Equal Employment Opportunity Commission Guidelines, as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when, for example: (i) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (ii) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (iii) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

Sexual harassment may include a range of subtle and not-so-subtle behaviors and may involve individuals of the same or different gender. Depending on the circumstances, these behaviors may include, but are not limited to: unwanted sexual advances or requests for sexual favors; sexual jokes and innuendo; verbal abuse of a sexual nature; commentary about an individual's body, sexual prowess or sexual deficiencies; leering, catcalls or touching; insulting or obscene comments or gestures; display or circulation in the workplace of sexually suggestive objects or pictures (including through e-mail) and other physical, verbal or visual conduct of a sexual nature.

- b. Harassment on the basis of any other protected characteristic is also strictly prohibited. Under this policy, harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race, color, religion, sex, age, national origin, disability, sexual orientation or any other characteristic protected by applicable federal, state and local laws or that denigrates or shows hostility or aversion toward an individual's relatives, friends or associates, and that: (i) has the purpose or effect of creating an intimidating, hostile or offensive environment; (ii) has the purpose or effect of unreasonably interfering with an individual's work or academic performance; or (iii) otherwise adversely affects an individual's opportunities.

Harassing conduct includes, but is not limited to: epithets, slurs or negative stereotyping; threatening, intimidating or hostile acts; denigrating jokes and display or circulation in the workplace of written or graphic material that denigrates or shows hostility or aversion toward an individual or group (including through e-mail).

Reporting an Incident of Harassment, Discrimination or Retaliation

The University of Findlay strongly urges the reporting of all incidents of discrimination, harassment or retaliation, regardless of the offender's identity or position. Individuals who believe they have experienced conduct that they believe is contrary to The University of Findlay's policy or who have concerns about such matters should file their complaints as follows:

Students believing they have been the victim of discrimination, harassment or retaliation should initially report the incident/s to the Vice President for Student Services.

Faculty or staff members believing they have been the victim of discrimination, harassment or retaliation should initially report the incident/s to the Director of Human Resources.

The University of Findlay also has a Harassment Hotline. The number is 419-434-6777; calls will be answered confidentially and directed to the appropriate area for help. If a caller is in immediate danger, security will be notified.

When lodging a complaint, provide the following information:

- The complainant's name, contact information and status within the University community, including title and departmental information as appropriate
- The basis for a claim of an alleged act/s of harassment or discrimination: that is, race, color, religion, sex, age, national origin, disability, sexual orientation or other characteristic
- The name and position in the University community held by the person/s who committed the alleged act/s
- A brief description of what occurred, including location/s, date/s, time/s and names of witnesses or individuals who can corroborate the allegations
- The complainant's reason for concluding that the behavior or action was discriminatory or harassing in accordance with all applicable laws
- Copies of materials, if any, which may be relevant to the investigation of the complaint
- Steps the complainant has taken to date, if any, to resolve the complaint
- A statement indicating the remedy sought by the complainant

Faculty, staff or students who have experienced conduct they believe is contrary to this policy have an obligation to take advantage of this complaint procedure. Failure to fulfill this obligation could affect a person's rights in pursuing legal action.

Early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment. Therefore, while claims may be filed within 180 days of the harassment or discrimination, The University of Findlay strongly urges the prompt reporting of complaints or concerns so that rapid and constructive action can be taken.

The availability of this complaint procedure does not preclude individuals who believe they are being subjected to harassing conduct from promptly advising the offender that his or her behavior is unwelcome and requesting that it be discontinued.

Investigating an Incident of Harassment, Discrimination or Retaliation

Any reported allegations of harassment, discrimination or retaliation will be investigated promptly as follows:

- Allegations made about a student harassing, discriminating against or retaliating against another student, faculty member or staff member will be investigated by the Vice President for Student Services.
- Allegations made about a faculty member harassing, discriminating against or retaliating against another faculty member, a staff member or a student will be investigated by the Vice President of Academic Affairs.
- Allegations made about a staff member harassing, discriminating against or retaliating against another staff member, a faculty member or a student will be investigated by the Director of Human Resources.

The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge.

Confidentiality will be maintained throughout the investigatory process to the extent consistent with adequate investigation and appropriate corrective action. University employees and students are obligated to comply with requests to provide statements during an investigation.

Taking Action Regarding an Incident of Harassment, Discrimination or Retaliation

Upon completion of the investigation, one of the following actions will be taken:

- For allegations made about a student harassing, discriminating against or retaliating against another student, faculty member or staff member who has lodged a complaint, the Vice President for Student Services will first pursue resolution through informal counseling with the parties involved. If the matter cannot be resolved by informal counseling, the matter will be referred to the Student Conduct and Discipline Committee. A complainant also may request at any time that his/her complaint be immediately referred to the Student Conduct and Discipline Committee for formal review. This committee will review all information, meet with the parties involved, render a decision and provide written notification of the decision to all involved parties.
- For allegations made about a faculty member harassing, discriminating against or retaliating against another faculty member, a staff member or a student who has lodged a complaint, the Vice President of Academic Affairs will first pursue resolution through informal counseling with the parties involved. If the matter cannot be resolved by informal counseling, the matter will be referred to the Faculty Judicial Committee. A complainant also may request at any time that his/her complaint be immediately referred to the Judicial Committee for formal review. This committee will review all information, meet with the parties involved, render a decision and provide written notification of the decision to all involved parties.
- For allegations made about a staff member harassing, discriminating against or retaliating against another staff member, a faculty member or a student who has lodged a complaint, the Director of Human Resources will first pursue resolution through informal counseling with the parties involved. If the matter cannot be resolved by informal counseling, the matter will be referred to the Staff Affairs Committee. A complainant also may request at any time that his/her complaint be immediately referred to the Staff Affairs Committee for formal review. This committee will review all information, meet with the parties involved, render a decision and provide written notification of the decision to all involved parties.

Misconduct constituting harassment, discrimination or retaliation will be dealt with appropriate disciplinary measures. Responsive action may include, but is not limited to, reprimand, probation, suspension, dismissal, counseling and/or required training.

The appropriate University official shall monitor all reported incidents of alleged discrimination and harassment for an appropriate time period, subsequent to their resolution, to ensure that the offending conduct has ceased, any corrective action has been complied with and retaliatory actions have not occurred.

Appealing a Decision Regarding an Incident of Harassment, Discrimination or Retaliation

If a faculty member, staff member or student making a complaint does not agree with its resolution, a written appeal may be submitted to The University of Findlay President within 72 hours of the notification of the resolution. The decision of the President, in conjunction with the appropriate vice presidents and/or Chair or Vice Chair of the Board of Trustees, will be final.

False Charges

Once a complaint of sexual harassment and/or discrimination has been made, the University has an obligation to investigate the matter. Any complaint determined to be intentionally dishonest or made maliciously without regard for the truth shall subject such complainant to disciplinary action. The determination as to whether a complaint constitutes a false charge under this section shall be made as part of the complaint resolution process set forth in these procedures.

Records Regarding an Incident of Harassment, Discrimination or Retaliation

The University of Findlay's Office of Human Resources will maintain records regarding all cases of harassment, discrimination or retaliation for a period of at least three years or longer where required by law. These records will include all documentation related to a reported incident and its disposition. Except as required by law, no records maintained by the Office of Human Resources shall be released.



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