

# FINDLAY

THE UNIVERSITY OF FINDLAY

## THE UNIVERSITY OF FINDLAY GRADUATE CATALOG



*Effective Fall 2006*

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## **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.”

# **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), 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) and the Master of Athletic Training (established in 2003) degrees. Any questions regarding The University of Findlay’s accreditation status with HLC should be sent via e-mail to [info@hlcommission.org](mailto:info@hlcommission.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 8:00 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**

Anyone wishing to contact The University of Findlay can use the following means:

mail: 1000 North Main Street, Findlay, Ohio 45840-3695

website: <http://www.findlay.edu>

phone: 419-422-8313 or 1-800-472-9502

fax: 419-434-4822

# **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
- Early Childhood
- Children's Literature
- Middle Childhood
- Educational Administration
  - School Building Leader (Principal)
  - School District Leader (Superintendent)
- Educational Technology
- Human Resource Development Strand-Leadership Emphasis
- Human Resource Development Strand-Training and Development Emphasis
- Human Resource Development Strand-Operational Compliance Training Emphasis
- Human Resource Development Strand-Web Instruction Emphasis
- Intervention Specialist

*Endorsements*

- Early Education of the Handicapped (EEH) (to teach in public preschools with children with disabilities)
- Reading (reading specialists for grades K-12)
- Educational Technology (district technology coordinator or technology integration trainer)
- TESOL/Bilingual
- Middle Childhood Generalist (to teach in a self-contained 4<sup>th</sup>-6<sup>th</sup> 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 Liberal Studies*

- Master of Arts in Liberal Studies
- Children's Literature Strand

*Master of Arts in TESOL/Bilingual Education*

*Master of Athletic Training*

*Master of Business Administration*  
Organizational Leadership  
Health Care Management  
Hospitality Management  
Public Management

*Master of Occupational Therapy*

*Master of Physical Therapy*

*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

## **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:*

Heather Riffle, Director of Graduate and Special Programs  
1000 North Main Street, Findlay, Ohio 45840  
419-434-4640 • riffle@findlay.edu

*Prospective students will be referred to Program Directors in their focus area. Program Directors in each area are as follows:*

Early Childhood and EEH endorsement: Dorothy Copas, 419-434-4683,  
copas@findlay.edu

Middle Childhood: Dr. Elizabeth Raker, 419-434-5520, raker@findlay.edu

Intervention Specialist: Dr. Mary Cameron, 419-434-6626, cameron@findlay.edu

AYA/Multi-Age: Dr. Julie McIntosh, 419-434-4062, mcintosh@findlay.edu

Reading: Dr. Kim Forget, 419-434-4090, forget@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/Bilingual endorsement: Dr. Michael Reed, 419-434-4679, reed@findlay.edu

International Students: Dr. Chen-Yuan (Corey) Lee, 419-434-4149, clee@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. Judy Wahrman, 419-434-4864, wahrman@findlay.edu

*For the Master of Arts in Liberal Studies in the College of Liberal Arts:*

Heather Riffle, Director of Graduate and Special Programs  
1000 North Main Street, Findlay, Ohio 45840  
419-434-4640 • riffle@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:*

Program Director, Dr. Michael Reed  
1000 North Main Street, Findlay, Ohio 45840  
419-434-4679 • reed@findlay.edu

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

Program Director, Dr. Donald Fuller  
1000 North Main Street, Findlay, Ohio 45840  
419-434-6739 • dfuller@findlay.edu

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

Heather Riffle, Director of Graduate and Special Programs  
1000 North Main Street, Findlay, Ohio 45840  
419-434-4640 • riffle@ findlay.edu

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

Program Director, Dr. Thomas Dillon  
1000 North Main Street, Findlay, Ohio 45840  
419-434-6936 • dillon@findlay.edu

*For the Master of Physical Therapy in the College of Health Professions:*

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

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

Program Director, Dr. William Carter  
1000 North Main Street, Findlay, Ohio 45840  
419-434-6919 • carter@findlay.edu

*Graduate and Special Programs Office:*

Heather Riffle, Director of Graduate and Special Programs  
1000 North Main Street, Findlay, Ohio 45840  
419-434-4640 • riffle@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 and the Master of Arts in Liberal Studies 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.

All transfer credits must be approved by the graduate program director and must be consistent with the course requirements of the program to which the credits apply. Transfer credits should be completed within the seven years prior to the student’s matriculation into The University of Findlay. The Office of the Registrar must verify that all transfers are from an accredited institution and acceptable for the graduate-level program. The final decision regarding the acceptance of credits rests with the Office of the Registrar.

**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 Coursework.** 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.

**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 first day of classes. A finance charge 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 2006-2007**

#### *Tuition:*

Education, Languages, Liberal Studies	\$401 per semester hour
M.B.A. Program	\$458 per semester hour
M.S. in Environmental, Safety and Health Management	\$436 per semester hour
Athletic Training, Occupational Therapy and Physical Therapy	\$534 per semester hour

#### *Fees:*

Technology Fee (non-refundable)	\$60 per student per session
Student Activity Fee (Nine or more hours) (non-refundable)	\$25 per student per session
Internet Course Technology Fee (non-refundable)	\$30 per course
Directed Study/Independent Study Fee (non-refundable)	\$100 plus tuition

**Payment Policy.** Unless otherwise specified, all fees are due in full, or proper financial arrangements must be made one week prior to the first day of classes. Time will not permit mailing of statements to students who select courses near the start of the semester; however, full payment will be required by the first day of classes. Continued enrollment in a succeeding semester or the issuance of a diploma or transcript may not be permitted until all financial obligations to the University have been satisfied.

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 1 ½% per month 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 semester so the money is available for payment of fees prior to the first day of classes.

Students whose charges are being paid by a third party must complete a Company Reimbursement Form each and every session. The form is available from each of the graduate offices. 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.

**Insurance Policy.** Graduate 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, his/her financial obligation to the University must be current. Following are the guidelines for registration:

- Students who deferred payments by signing a Promissory Note 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 attended class without being registered will not receive any course credit until 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

**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.

**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. Once the session has started, the student may only be eligible for a partial refund. Refunds are based on the day the course is officially dropped, not the last day the course was attended. If a student attends a class session, he/she is considered officially enrolled. Failure to drop a course may result in the student receiving an "F" grade and being charged for the class. 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% 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](http://www.fafsa.ed.gov). Please note that a student will need a pin number to electronically sign the electronic FAFSA. A student may request a pin number by using the link to the pin website on the FAFSA home screen. Or the student may go directly to the pin website, [pin.ed.gov](http://pin.ed.gov).

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. You may wish to consult with the appropriate graduate program about the structure of its calendar.

Questions may be directed to the Office of Financial Aid at 419-434-4791 or [findlay.edu](mailto: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 at the beginning of the academic year. Please contact the Office for Academic Affairs for further information at 419-434-4553.

## **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 coursework 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 coursework. Inability to get work in on time will not constitute a reason for the grade of "X." A student must complete the coursework 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 time limit may be extended, up to one year following the end of the course session in which the "X" was given, at the discretion of the instructor and the dean of the college in which the course was taken. If a student does not complete the required coursework 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 coursework. A student must complete the coursework 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 coursework 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 adequate, 2.33 points; “C”-adequate, 2 points; “C-”-slightly less than adequate, 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 (“D” 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 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 repeat a course if they have earned less than a “B,” with the last grade received being used to determine grade point average.

**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. Progress will be reviewed at the end of each semester and students will be notified if they are not making adequate progress.

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

**Suspension.** If a degree-seeking student receives three grades of “C+ or below” he/she will be suspended from the University for a period of one year. Readmission is handled through the Office for Academic Affairs.

**Plagiarism.** Representing the work, writings or ideas of another as a person’s own for academic credit constitutes academic dishonesty, may merit a grade of “F” in the course and will subject the student to consideration of dismissal.

When a student is guilty of academic dishonesty to a degree which merits a grade of “F,” the student will not be permitted to withdraw from the course.

**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, in 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 MALS and MESHM programs) 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 MALS and MESHM programs) between programs must petition the Student Academic Standards Committee (Graduate) 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 130,000 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.** Students must normally complete all coursework by the end of the semester in which they are graduating. Students may petition the Graduate Student Academic Standards Committee to participate in the graduation ceremonies if they are completing no more than two courses during the following semester.

### ***Student Services Policies***

**ID Card.** Students seeking an ID card must go to the Print Shop on the ground floor of Old Main for an identification photo between 8 a.m. and 4:30 p.m., Monday through Friday. An ID card is utilized to check books and other materials out of the library and for admittance to many other campus activities. Replacement for lost ID cards requires a \$5 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 only required 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.
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.
3. Submit an application form.
4. Pay a \$25 one-time application fee.
5. Supply three letters of recommendation (Not required for MAT, MBA or MESHM; 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 degree program.

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

9. Score at least 550 on the TOEFL\*, except for the MBA which requires a score of at least 525.
10. Provide an affidavit of financial support (original), if not an American citizen.

\*For the TESOL and Bilingual Education Program, the Test of Spoken English is required.

## **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 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 coursework; 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 coursework.

**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, *prior to beginning coursework*;
2. To show evidence of the ability to function successfully across a breadth of graduate coursework, the student must have achieved a minimum 2.5 grade point average in the last 64 semester hours of his/her baccalaureate 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.

International students must achieve a minimum score of 550 on the TOEFL, except for MBA, which requires a minimum score of 525. Students in Level V at the IELP must attain a 3.0 average in summer session 2006 or a 2.67 or B- average within the new plus-minus grading, beginning fall 2006. Those falling below these averages will be required to retake courses in which they received a grade lower than B-, and replace the course grade with a grade of B- or better. Students who achieve a B-average or better, but who obtain a C+ in the key courses of composition, communication skills or reading, will have to retake such courses and achieve a grade of B- or better. The number of graduate credits taken concurrently with these Level V courses will be at the discretion of the respective graduate director. Consultation with IELP instructors is recommended in making these decisions about graduate course load.

**Graduate Candidacy Status.** All students must meet initial program admission requirements to continue beyond nine credit hours of graduate-level program coursework. 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 3.25 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, except MBA - 525, on the TOEFL or completion of at least six hours in the Intensive English Language Program).

OR

Achievement of a minimum of a 3.00 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 start of the graduate program to complete a master's degree; some programs have a shorter limitation. Students maintain the right to appeal for an extension via the program director. Approved requests will be forwarded to Graduate Council as information;
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 for Academic Affairs, the graduate program offices, the Office of the Registrar or online on the Registrar 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  
Education and TESOL require 550; the MBA program requires 525.

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

Office of International Affairs  
Coordinator of International Student Services  
The University of Findlay  
1000 North Main Street, Findlay, Ohio 45840 USA  
e-mail: [international@findlay.edu](mailto:international@findlay.edu)  
tel: 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 website 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.



# *Academic Program Descriptions*

## **MASTER OF ARTS IN EDUCATION**

Dean of the College of Education: Cain

Professors: Abell, Cain, Cindric, Mallett, Raker

Associate Professors: Cameron, Dyer, Rife, Wahrman

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

Instructor: Sapp

*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 “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, as well as 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;
- 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;
- 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, Early Childhood, Educational Administration, Educational Technology, Human Resource Development, Intervention Specialist, Reading 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 workshop (EDAD 546, EDCI 546, EDFI 546, EDHR 546, EDIS 546, and/or EDSP 546) credit applied to their degrees as approved by their adviser.

Workshop credit can be applied to licensure renewal. Additional hours may be required for completion of Ohio licensure or endorsement. Prospective students must make an appointment with the Program Director 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 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 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, 644; and 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 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.

### **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. Students seeking additional licensure areas may be required to take portions of the PRAXIS Exam. For questions regarding licensure and/or PRAXIS, please contact the License/Certification Officer at 419-434-4844 or the program director in the licensure area.

### **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 coursework leading to licensure areas in a non-degree program. Some coursework earns graduate credit. However, undergraduate courses may be required for some licensure areas.

An initial, two-year provisional teaching license is issued by the Office of Certification/Licensure, Ohio Department of Education, to persons completing the post baccalaureate program. 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 website: <http://www.ode.state.ohio.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 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 program director in the licensure area of interest 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.

Endorsements available are: Early Education of the Handicapped (EEH), Reading, Educational Technology, Middle Childhood Generalist (for teaching self-contained 4<sup>th</sup>- 6<sup>th</sup> grades) and TESOL/Bilingual. Note that a student receiving a Master of Arts in Education degree and the reading endorsement (completion of EDFI 525, 530, 535, 540, 538 or 539 and 543) 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 and 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 licensure are required to complete a methods field experience while they take their methods courses. This is similar to the junior block in the undergraduate program. Student teaching is a full 11-week experience.

*Admission to student teaching:* Students must have a minimum 3.0 GPA and at least 75 clock hours of approved pre-student teaching clinical experience. It is a College of Education

requirement that students pass the content portion of their PRAXIS II exams prior to student teaching.

### **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 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. 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. As part of Ohio's Transfer Articulation Guarantee (TAG), 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 area program director 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.

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 coursework in order to enroll in EDUC 505. It is recommended that candidates follow EDUC 505 with EDUC 552 if they plan to take their EDUC 505 project to completion in EDUC 552. Post-baccalaureate candidates are required to take EDUC 507 during student teaching, which is similar to the action research requirement for undergraduate student teachers. If these candidates choose to complete the Master of Arts in Education degree, EDUC 507 will substitute for EDUC 505.

### **The Culminating Project-EDUC 552**

EDUC 552 is three semester hours, but it is a "two-part" course. Two semester hours are granted for the capstone seminar in leadership and one semester hour for the individual project. Faculty members team with the capstone seminar instructor, Dr. Skip Cindric, to provide guidance for the candidates in their area of expertise. Candidates will select a project chair, who counsels them, approves their proposed topic and provides guidance through the completion of the project. The chair must be a full-time faculty member.

## ***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.

### **Teacher Preparation Theme**

The purpose of the College of Education is to develop lifelong learners who are reflective practitioners. 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 Department of Education. Some programs are nationally approved, notably Intervention Specialist, Multi-Age Health and Middle Childhood.

### **Teacher Education Vision**

To facilitate the mission of the College of Education, 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.

### **Notable Features and Accomplishments**

- The University of Findlay houses the Mazza Museum of original artwork from children’s picture books. The collection is the first and largest such teaching gallery and contains more than 3,000 pieces of original artwork.

Those interested can view The University of Findlay’s Title II rankings on its Web site at [www.findlay.edu](http://www.findlay.edu) or call Glen Piper, Title II Officer at 419-434-4512.

### ***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*

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 students 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, 3 semester hours  
ADOLESCENT/YOUNG ADULT AND MULTI-AGE

*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 inter-disciplinary 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 includes a concentration 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 PRAXIS III 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. This course includes an overview of the middle childhood and adolescent/young adult reading and language arts curriculum, based on the Ohio Language Arts Model. 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 PRAXIS III 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 PRAXIS III 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 PRAXIS III 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.

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.

- 545 INDEPENDENT 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 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. Students will also be engaged through a different class in the investigation and analysis of special methods that are appropriate for their area of study. If possible, candidates should schedule this course along with a special methods class. 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 PRAXIS III criteria. The Level 2 portfolio requirement is attached to this class.
- 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 PRAXIS III 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.

585 CAREER PROFESSIONALISM FOR MIDDLE CHILDHOOD 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. Prospective educators will examine educational policy issues at the state and national levels from a historical and current perspective, legal rights and responsibilities, licensure standards, professional development, mentorship, performance standards, assessment, attitudes and values of successful teachers and foundations of American education. This class will feature several speakers from

the local educational community. A principal focus in this class is the completion of the candidate's Level 3 electronic portfolio.

### ***Education Foundations and Inquiry Courses (EDFI)***

500 ORIENTATION SEMINAR FOR PRESERVICE TEACHERS *1 semester hour*

*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 nineteen 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.

503 THE TEACHING PROFESSION *3 semester hours*

EDFI 503 is the introductory course in the Post-baccalaureate Licensure Program at The University of Findlay. Students will be introduced to multiple education topics, such as writing objectives, lesson planning, teaching to a selected grade level/discipline and PRAXIS III/UF domains and criteria. In addition, students will explore teacher licensure requirements, K-12 curriculum and specialized professional association standards, school organization, unions, salary, retirement, professional ethics and the state assessment/testing system. A minimal amount of observation in the schools is required (10 hours). The Level 1 portfolio is attached to this course.

504 HUMAN DEVELOPMENT *3 semester hours*

*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.

510 EDUCATIONAL PSYCHOLOGY 3 semester hours

Major theories of human development and learning, motivation, instructional strategies, assessment and similarities and differences in learners are examined. The role of factors in the students' environment that influence students' learning and development are considered.

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 to 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. Explores educational and management software, productivity

tools, emerging technologies (e.g., CD-ROM, laserdisc, multimedia/hypermedia, 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. 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. (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 (i.e., wiring, services, hardware, 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. Laserdiscs, 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. 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/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. 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 11 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 on-line 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.

### ***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:  
TECHNOLGY 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 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-around 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.

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 next 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.

580 CAREER PROFESSIONALISM FOR INTERVENTION  
SPECIALISTS 3 semester hours

*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  
STORY BOOKS: 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. Breakout 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 of original art from children's picture books. Since the keynote speakers and breakout 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.

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 coursework. 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.

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 coursework. 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 coursework. 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 coursework. 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 coursework. 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*

The course Science as a Way of Knowing/Inquiry-based Science Instruction is a course that 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 coursework. 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 developed 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.

648 ADVANCED MAZZA SUMMER INSTITUTE: CHILDREN'S  
PICTURE STORY BOOKS: 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. Breakout 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 original art from children's picture books. Since the keynote speakers and breakout 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 breakout 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 effectively working 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*

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.

507 ACTION RESEARCH *3 semester hours*

This course is designed to enable the graduate student teacher to identify issues in education and his/her classroom, then analyze educational issues based on readings and action research and to respond to the action research project in a knowledgeable and critical manner. Based on the issue identified, the student teacher will be able to determine appropriate methodologies to conduct valid action research. Action research appropriate to the teaching profession will be reviewed and critiqued. Topics appropriate for action research will be explored. Methodologies for conducting 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 first-hand experience with the original art from picture books.

541 EDUCATIONAL LEADER AS CHANGE AGENT 3 semester hours

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 EDUCATIONAL LEADER AS A FACILITATOR AND CULMINATING PROJECT 3 semester hours

*Prerequisites: EDUC 500, 541*

This course will be a study of the role of the educational leader regarding best practices as a leader in both formal and informal settings in accordance with the conceptual framework. The course will develop knowledge and skills necessary for the educational leader to effectively lead and develop an organizational climate that welcomes innovation, creativity, empowerment, collaboration and diversity. This class is the final component of the leadership triad, EDUC 500, 541 and 552.

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: Louden-Hanes

Program Director: Leach

Professors: Anders, Cain, Louden-Hanes, Mallett, McCandless, Montague, Raker, Reed, R. Smith, Stulman

Associate Professors: Brougher, Chwialkowski, Corle, Diederich, Gordon, Grant, Hayes, Hofer, Johnson, Kawamura, Malacos, Payne, Perez-Gamboa, Polelle, Rife, Skrabec, Stolick,

Assistant Professors: Cecire, Deall, Finn, Holness, Kontar, Lanzendorfer, Leach, Mason, Moser, Salis, C. Tulley

Adjunct Professor: Eubanks

Faculty Emeriti: Erner, Kern, 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.

## **Entry Requirements**

In addition to the general graduate entry requirements, students interested in the MALS program are required to schedule an interview with the MALS Program Director. This interview whether by phone or in person, is used to gain a basic understanding of the student's research interests, needs and goals.

To schedule an interview, please contact:

Dr. John Leach, Director, Master of Arts in Liberal Studies

1000 North Main Street, Findlay, Ohio 45840

419-434-6917 • leach@findlay.edu

GRE scores are not required for admission to the MALS Program.

## **Application Requirements**

In addition to the general graduate application requirements, prospective MALS students must submit the following information:

### Statement of Purpose Essay

The principal element of the application is the Statement of Purpose essay of approximately one to two pages (typed and double-spaced). This essay should discuss in detail the kinds of issues the student expects to explore in the MALS program. Information about academic background, special experiences and career goals may be included in the essay.

### Writing Sample

Applicants are required to submit a writing sample, preferably of no more than two to three pages. This writing sample should represent the applicant's best work. Writing samples will not be returned.

## **Transfer Guidelines**

Students may transfer nine semester hours of graduate work successfully completed at an accredited institution to The University of Findlay toward partial requirements for the MALS degree. Any transfer in excess of nine semester hours must be reviewed by the MALS Program Director and the MALS Program Advisory Board and approved by the Graduate Student Academic Standards Committee. Transfer hours are considered as elective hours.

Students currently enrolled in another graduate degree program at The University of Findlay who wish to transfer into the MALS program should arrange a meeting with the MALS Program Director. If the student's research needs and interests can best be accommodated in the MALS Program, the Registrar is notified of the change, and the student is assigned an adviser in the MALS program. Hours from another graduate degree program at The University of Findlay will be evaluated for possible use as elective hours.

## **Graduate Student Status**

### Regular Status

Applicants are admitted to the MALS Program as regular graduate students, and only those who are admitted with regular status may receive the MALS degree. In some cases, however, applicants may, for various reasons, be more appropriately assigned to other categories. Admission under any of the other categories does not automatically ensure regular admission at a future date.

### Non-degree Status

Applicants who do not intend to pursue a graduate degree may apply for non-degree status provided they meet appropriate admission requirements. To attain non-degree status, students must supply proof of a baccalaureate degree and receive approval from the MALS Advisory Board. These students may later apply for admission to the MALS Program as regular students. If admitted, non-degree students may apply a maximum of six semester hours of graduate coursework toward the degree. Admission as a non-degree status student does not automatically imply regular admission at a future date.

### Provisional Status

Applicants for whom the verification of degree(s) or transcripts has not yet been completed, received or evaluated may be granted provisional status if all other application material is acceptable to the MALS Advisory Board. Students are not permitted to enroll for a third semester while listed as provisional. Admission as a Provisional Status student does not automatically imply regular admission at a future date.

## ***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 October 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, 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. Students 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	<i>3 semester hours</i>
	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	<i>3 semester hours</i>
	<i>Prerequisite: "C" or better in MALS 500</i>	
	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	<i>variable credit</i>
	This repeatable <i>issues course</i> focuses on various topics in art.	
610	ISSUES IN MUSIC	<i>variable credit</i>
	This repeatable <i>issues course</i> focuses on various topics in music.	
615	ISSUES IN THEATRE	<i>variable credit</i>
	This repeatable <i>issues course</i> focuses on various topics in theatre.	
620	ISSUES IN LITERATURE	<i>variable credit</i>
	This repeatable <i>issues course</i> focuses on various topics in literature.	
625	ISSUES IN RELIGIOUS STUDIES	<i>variable credit</i>
	This repeatable <i>issues course</i> focuses on various topics in religion.	
630	ISSUES IN PHILOSOPHY	<i>variable credit</i>
	This repeatable <i>issues course</i> focuses on various topics in philosophy.	
635	ISSUES IN GENDER STUDIES	<i>variable credit</i>
	This repeatable <i>issues course</i> focuses on various topics in gender studies.	
640	ISSUES IN HISTORY	<i>variable credit</i>
	This repeatable <i>issues course</i> focuses on various topics in history.	
645	ISSUES IN PSYCHOLOGY	<i>variable credit</i>
	This repeatable <i>issues course</i> focuses on various topics in psychology.	
650	ISSUES IN SOCIOLOGY	<i>variable credit</i>
	This repeatable <i>issues course</i> focuses on various topics in sociology.	

- 655 ISSUES IN POLITICAL SCIENCE *variable credit*  
This repeatable *issues course* focuses on various topics in political science.
- 660 ISSUES IN LANGUAGE *variable credit*  
This repeatable *issues course* focuses on various topics in language.
- 665 ISSUES IN LEADERSHIP *variable credit*  
This repeatable *issues course* focuses on various topics in leadership.
- 699 TOPICS IN LIBERAL STUDIES *variable credit*  
Topics will address current or emerging issues and areas of interest.
- 700 THESIS/PROJECT RESEARCH *variable credit*  
*Prerequisite: "C" or better in MALS 500 and 600*  
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.



# **MASTER OF ARTS IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) AND BILINGUAL EDUCATION**

Dean of the College of Liberal Arts: Louden-Hanes

Program Director: Reed

Professors: Hanson, Harada, Reed

Adjunct Faculty: Fleck, Williams

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 or bilingual education endorsement by taking 27 hours of coursework with this master's program. The TESOL and bilingual endorsement 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 validation in bilingual education and/or TESOL\*.
- 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 coursework. Twenty-seven credits are required courses. Students are required to take BLMC 500, 501, 502, 510, 515, 520, 535, 560 and 600 (three hours). In addition, students are required to take three elective courses. *No more than one course with a grade of "C+," "C" or "C-" can be used to meet graduation requirements.*

Validation in TESOL consists of 27 semester hours. Students are required to take BLMC 500, 501, 502, 505, 510, 520, 535, 560 and 599.

Validation in bilingual education consists of 27 semester hours. Students are required to take BLMC 500, 501, 502, 510, 515, 520, 535, 560 and 598.

### **Endorsement Programs Offered**

Teachers who hold certification/licensure as elementary or secondary teachers may add one or two endorsements to their certificate/licensure through the Master of Arts in TESOL and Bilingual Education. An endorsement in the State of Ohio is a set number of courses in a given certification/licensure area which enables the already certified/licensed teacher to teach that additional subject. For endorsement in TESOL, the PRAXIS exam is required in Ohio.

The endorsement involves taking 27 credit hours of prescribed coursework.

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

500 METHODS AND MATERIALS FOR THE PRE-K-3  
ESL 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 ESL LEARNER:  
MIDDLE CHILDHOOD/ADOLESCENT TO  
YOUNG ADULT *3 semester hours*

*Prerequisites: BLMC 500, 510*

Analysis of 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 USING CONTENT TEACHING FOR THE ESL  
LANGUAGE LEARNER

*3 semester hours*

Teaching language through content learning is the focus of this course. Students will be introduced to Sheltered English strategies, learning strategies and the Cognitive Academic Language Learner Approach (CALLA) methodology for teaching science, math and social studies in grades 4 - 12 in an ESL/bilingual classroom setting including Ohio's grade level learning outcomes. Integration of these areas into lesson planning is required in ways that are age- and grade-appropriate. Issues on learning disabilities will be addressed as each content area is covered. Students will show ability to teach bilingually through presentation of lesson plans delivered in two languages. Adaptation of mainstream materials for the ESL learner as well as the impact of technology and computer software available is discussed. A Thematic Unit is 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 (i.e. phonics, comparative linguistics, error analysis, corrective pronunciation, etc.) are presented for all age groups and levels.

515 PRINCIPLES, PRACTICES AND CURRICULUM OF BILINGUAL  
EDUCATION

*3 semester hours*

This course includes an examination of the history of bilingual education internationally and in the U.S. Particular emphasis is placed on the legal history of federal and state legislation and regulations which have led to the current structure of bilingual education as it exists today in the U.S. Philosophical approaches (including assimilation, cultural diversity) and program models (dual language approach, transitional bilingual, etc.) as well as social and pedagogical conflicts in schools will be examined. Cultural, political and judicial issues are discussed. Students will be exposed to curricula that match various bilingual program designs by age levels.

520 HUMAN DEVELOPMENT AND LANGUAGE ACQUISITION

*3 semester hours*

*Prerequisite: BLMC 500*

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 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, education 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

*Prerequisites: BLMC 500, 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 (i.e. patterned books, phonics, whole language, etc.) in all age groups/levels.

560 SOCIO-LINGUISTICS AND THE CLASSROOM

3 semester hours

*Prerequisites: BLMC 500 and 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 THE LAU CONFERENCE *1 to 2 semester hour(s)*

This course content is linked with the Ohio TESOL/Lau Fall 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.

598 CULMINATING COURSE FOR ENDORSEMENT IN BILINGUAL  
EDUCATION\* *3 semester hours*

*Required for endorsement in bilingual education*

*Prerequisite: 27 semester hours of coursework completed*

This is a culminating course for those seeking endorsement in bilingual education, which involves teaching, observation and reflection under the supervision of an experienced certified/licensed teacher who has a TESOL/bilingual endorsement. Teachers will meet on a regular basis to teach ESL/bilingual students from the K-12 age group who will be brought to a central location. Teachers will be required to implement lesson plans using ESL/bilingual students from the community or from a migrant program and engage in subsequent group and individual analysis, evaluation and reflection regarding the teaching experience. Assigned

readings, journal writing, videotape analysis, lesson plans and an exit portfolio will all be included as part of the learning process for the course.

599 CULMINATING COURSE FOR ENDORSEMENT  
IN TESOL EDUCATION\*

3 semester hours

*Required for endorsement in TESOL education*

*Prerequisite: 27 semester hours of coursework completed*

This is a culminating course for those seeking endorsement in TESOL education which involves teaching, observation and reflection under the supervision of an experienced certified/licensed teacher who has TESOL/bilingual endorsement. Teachers will meet on a regular basis to teach ESL/bilingual students from the K-12 age group who will be brought to a central location. Teachers will be required to implement lesson plans using ESL/bilingual students from the community or from a migrant program and engage in subsequent group and individual analysis, evaluation and reflection regarding the teaching experience. Assigned readings, journal writing, videotape analysis, lesson plans and an exit portfolio will all be included as part of the learning process for the course.

600.01 PRACTICUM IN ESL/BILINGUAL EDUCATION

1 semester hour

*Required for students who are not seeking endorsement in TESOL or bilingual education in the state of Ohio*

*Prerequisite: 24 semester hours of coursework completed*

This is a culminating course which relies upon student learning throughout the program. The course design stresses “reflective teaching,” and allows master’s students time and opportunity to contemplate their personal teaching philosophy and approaches. This one-credit course constitutes the first of three credits needed for this culminating project.

600.02 PRACTICUM IN ESL/BILINGUAL EDUCATION

2 semester hours

*Required for students who are not seeking endorsement in TESOL or bilingual education in the state of Ohio*

*Prerequisite: 25 semester hours of coursework completed*

This course is a culminating course which relies upon student learning throughout the program. The course design stresses “reflective teaching,” and allows master’s students time and opportunity to contemplate their personal teaching philosophy and approaches. This two credit course completes the hours needed for the three-credit, culminating project.

600.03 PRACTICUM IN ESL/BILINGUAL EDUCATION

3 semester hours

*Required for students who are not seeking endorsement in TESOL or bilingual education in the state of Ohio*

This course is a culminating course which relies upon student learning throughout the program. The course design stresses “reflective teaching,” and allows master’s students time and opportunity to contemplate their personal teaching philosophy and approaches. This three-credit course fulfills the credits required for the culminating project.

# **MASTER OF ATHLETIC TRAINING**

Dean of the College of Health Professions: Dutton

Program Director: Fuller

Associate Professor: Fuller

Assistant Professors: Stump, Walkosky

Instructors: Allender, Hanks, Johnston, Russell, Will

## **Mission and Goals of the Program**

The mission of the athletic training program is to prepare students to become a certified athletic trainer (ATC). An ATC functions as a member 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. An ATC is 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 entry-level Master of Athletic Training (MAT) program is designed for students with minimal or no knowledge and experience in athletic training. Upon completion of an accredited program, students will be eligible to sit for the Board of Certification (BOC) exam and practice athletic training.

## **Accreditation**

*The MAT program is nationally **accredited** by the Commission of Accreditation of Allied Health Education Professions (CAAHEP) moving in July 2006 to 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 “pre-professional” phase. Students will complete the MAT program prerequisites and degree requirements for a major in strength and conditioning or another major of interest. 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. 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; HPE 100, 308; MATH 123; PHED 336; PHYS 250/250L and PSYC 100. Descriptions of these courses can be found in the undergraduate catalog. Prospective students must also have a cumulative and prerequisite GPA of 3.00 or higher, 75 hours of athletic training experience and for Option TWO only – a bachelor's degree. All students must also meet and retain the technical standards established for the professional phase of the MAT program. All program admission materials and technical standards are available upon request from the Program Director or on the MAT program website. (GRE scores and interviews are not required for admission into the MAT program.)

## **Degree Requirements**

The professional phase of the MAT program includes the following courses: ATTR 510, 519, 520, 521, 522, 523, 524, 530, 540, 541, 545, 550, 552, 561, 562, 564, 575 and 576; PHTH 547, 549 and 557 and HEPR 549. In addition, students must also complete a minimum of 880 volunteer clinical education hours while supervised by BOC-certified athletic trainers. For more up-to-date information pertaining to the MAT program, please contact the Athletic Training Program Director and visit the MAT program website. *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.

## **Double Major – Athletic Training and Physical Therapy**

Students with an interest in the graduate athletic training and physical therapy educational programs can elect to pursue this double major. In addition to having similar admission criteria, there are approximately 23 credit hours shared between the two curricula. Students are advised to contact both program directors in athletic training and physical therapy for specific details about the double major mechanism.

## ***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.

519 PHYSICAL AGENTS *4 semester hours*

*Prerequisites: ATTR 540, 562*

*Co-requisite: ATTR 561*

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 MEDICAL CONDITIONS

3 semester hours

*Prerequisites: PHTH 547 and 549*

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, indications for referral and treatment for each condition. In addition to the lecture component, observation with the college health services and doctor's office are required.

## 521 CLINICAL EDUCATION I

2 semester hours

*Prerequisite: admission into the Athletic Training Program*

This course introduces students to the profession of athletic training and the athletic training educational program. They will also develop skills in taping, wrapping, fitting and removal of protective equipment. Students will also receive CPR-PR/AED certification. They will also be assigned to clinical education rotations under the direct supervision of an Approved Clinical Instructor (ACI). Students must complete a minimum of 160 clinical education hours.

## 522 CLINICAL EDUCATION II

3 semester hours

*Prerequisites: ATTR 510, 521 and 562*

In this course, students will be assessed on psychomotor skills learned from the previous semester—lower extremity, spine and evaluation fundamentals. They will also be assigned to clinical education rotations under the direct supervision of an ACI. Students must complete a minimum of 240 clinical education hours.

## 523 CLINICAL EDUCATION III

3 semester hours

*Prerequisites: ATTR 519, 522 and 561*

In this course, students will be assessed on psychomotor skills learned from the previous semester—upper extremity, head, neck and physical agents. They will also be assigned to clinical education rotations under the direct supervision of an ACI. Students must complete a minimum of 240 clinical education hours.

## 524 CLINICAL EDUCATION IV

3 semester hours

*Prerequisites: ATTR 520, 541 and 552*

In this course, students will be assessed on psychomotor skills learned from the previous semester—medical conditions, seminar in sports medicine and therapeutic exercise. They will also be assigned to clinical education rotations under the direct supervision of an ACI. Students must complete a minimum of 240 clinical education hours.

## 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

*Prerequisite: ATTR 562*

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: Bartolomeo

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

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

Assistant Professors: Arburn, Asbury, Rustic, Song, Ward, P. Wolper, Yates

The Master of Business Administration 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 goal of the Master of Business Administration program is to prepare the student in four areas:

### **1. Business Knowledge**

Executive, strategic and operational understanding of the core concepts of each of the business disciplines, their interrelationships and the ability to acquire new information as it is developed.

### **2. Analytical Skills**

Analytical techniques and related computer software packages in the various business disciplines and their managerial applications.

### **3. Managerial Skills**

Leadership, facilitation, negotiation and coordination techniques used in the management of people and organizations.

### **4. Integrative Skills**

The ability to integrate business knowledge, analytical skills and managerial skills into effective actions.

## **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, public management and sports and event management

## **Admission Requirements**

Admission to the MBA Program requires:

1. An earned bachelor's degree from an accredited university.
2. A minimum "Admission Index" Score of 975, (calculated as: 200 x the GPA in the last 60 semester hours of undergraduate coursework, plus the GMAT score).
3. English as a native language or a minimum TOEFL score of 525.
4. Fulfillment of prerequisite competencies.

## Prerequisites

1. Accounting: Principles of Accounting
2. Finance: Principles of Finance
3. Management: Principles of Management or Organizational Behavior
4. 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

**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 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

*and one of the following two courses:*

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

***Master of Business Administration Courses (MBA)***

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

600 TOPICS IN ACCOUNTING AND FINANCE *3 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.

605 TOPICS IN MARKETING AND MANAGEMENT *3 semester hours*

This course examines the basic concepts of management, marketing and economics. It is intended for students who do not have an undergraduate business degree or who need to strengthen their basic business knowledge before continuing their MBA studies. The student will develop a knowledge base that will allow him/her to successfully take the related core MBA courses.

610 LEADERSHIP AND ORGANIZATIONAL BEHAVIOR *3 semester hours*

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*

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 and it explores the analysis, design, development, implementation and evaluation of HRD systems. Examines how the HRD function should be designed and function within the organization.

630    **MARKETING MANAGEMENT AND PLANNING**    *4 semester hours*

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*

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 blocks, 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, data base 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*  
 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*  
 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 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  
 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, LBOs, 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*

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.

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 their 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.

719 HEALTH CARE MANAGEMENT STRATEGY AND IMPLEMENTATION *4 semester hours*

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: Dutton

Program Director: T. Dillon

Associate Professor: T. Dillon

Assistant Professors: Chamberlin, Conrad, Goodwin, King, Schmelzer

Instructors: Beitzel, M. Dillon, Leto

## ***Mission and Goals of the Program***

### **Mission**

Our mission is to prepare occupational therapists who understand and value an occupation-based approach to practice and are self-directed, lifelong learners, agents for change and leaders in the advancement of the profession.

### **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 coursework. The Weekend College Program is completed with pre-professional requirements and three years of professional coursework. The Weekend College Program is intended for the adult learner who is a certified occupational therapy assistant; who has completed an associate's degree, bachelor's degree or a significant amount of coursework in a related major or who has had health care related work experiences.

## ***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, 304, 306, 311, 312, 321, 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, 304, 306, 315, 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 553, 580, 612, 614, 621, 622, 624, 634, 645, 650, 651, 652, 660, 690, 691 and 695; and HEPR

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

### **Weekend College**

Students will complete requirements for the Master of Occupational Therapy degree with HEPR 507 and OCTH 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+,” “C” or “C-” can be used to meet graduation requirements.*

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

### **Professional Program Admissions Criteria**

- Minimum overall grade point average of 2.75.
- Fifty hours of observation or volunteer experience if not a certified occupational therapy assistant (COTA.)
- Completion of pre-professional requirements for a Bachelor of Science degree.
- Three satisfactory professional recommendations.
- Demonstration of college-level writing ability.

### **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)***

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.

525 READINGS IN OCCUPATIONAL THERAPY *variable credit*  
*Prerequisite: completion of previous module of Traditional or WEC Occupational Therapy Program*

In consultation with a faculty member, the graduate student will explore an area of interest focusing on a review of the literature. The course may be repeatable up to a total of six hours.

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 coursework during the semester. The student is exposed to a variety of professional practice issues that provide an opportunity to emphasize professional development.

612 STUDIES IN COMMUNITY OCCUPATIONS *3 semester hours*  
*Prerequisite: completion of previous module of Traditional Occupational Therapy Program*

This course provides the student with an opportunity to expand program development skills into a variety of community-based settings. Students identify programmatic needs for a community agency, conduct a needs assessment and then develop a program proposal based on a need identified for the population served by the community agency.

614 OCCUPATIONAL THERAPY PROGRAM DEVELOPMENT *3 semester hours*  
*Prerequisite: completion of previous module of Traditional Occupational Therapy Program*

In this course, students write a grant proposal for a program they have proposed for a community agency. Students select an appropriate funding source and conduct the appropriate research necessary to document support for their grant proposal.

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 coursework to occur.

616 OCCUPATIONAL THERAPY COMMUNITY AND PROGRAM DEVELOPMENT 3 semester hours

*Prerequisite: completion of previous module of 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 2 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*

An integrated theory and practice course 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 till 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 coursework during the semester. The student is exposed to a variety of professional practice issues that provide an opportunity to emphasize professional development.

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 and allowing the integration of the information learned during academic coursework to occur.

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.

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.

692 OCCUPATIONAL THERAPY LEVEL II FIELDWORK C 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.

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. However, the following courses may be used to fulfill the requirements for a Master of Physical Therapy, Master of Athletic Training or Master of Occupational Therapy.

### ***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 common management functions in the health care system. 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.

549 PHARMACOLOGY 2 semester hours

*Prerequisite: admission into 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.

600 EDUCATIONAL STRATEGIES 2 semester hours

*Prerequisite: satisfactory completion of Term IV of the WEC Physical Therapy Program*

This course covers teaching and learning theories and principles, learning styles and collaborative learning as well as how to give and receive constructive feedback on educational experiences.

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, 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 PHYSICAL THERAPY**

Dean of the College of Health Professions: Dutton

Program Director: Frampton

Associate Professors: Bouillon, Dutton, Frampton

Assistant Professors: Carroll, Encheff, George, Karapondo, Toney, VanZant, Volansky, Walsh, Weaver

## **Program Options**

The Physical Therapy Program offers two options, Traditional and Weekend College (WEC), for students to complete a Master of Physical Therapy degree. In the Traditional 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 B.S. degree in Health Sciences, with a pre-physical therapy emphasis. After successful completion of the sixth year, students receive a Master of Physical Therapy degree. The Weekend College Program is designed for individuals who are licensed physical therapist assistants with completed baccalaureate degrees. After successful completion of two and one-half years of graduate study, students in this program also receive a Master of Physical Therapy degree.

## **Double Major**

Students with an interest in the graduate physical therapy and athletic training educational programs can elect to pursue this double major. In addition to having similar admission criteria, there are approximately 23 credit hours shared between the two curricula. Students are advised to contact both program directors in physical therapy and athletic training for specific details about the double major mechanism.

## **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 ever-changing 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. Practice 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 Master of Physical Therapy degree.

For the baccalaureate degree with a *major in health science-pre-physical therapy emphasis*, the following courses must be completed: PHTH 401, 405, 407, 409, 411, 413, 415, 421 423, 425, 427, 429, 431, 433, 435; HEPR 150, 220, 425; HPE 308; PHED 336; BIOL 322, 322L, 323, 323L; CHEM 130 or 140, 130L or 140L, 131 or 141, 131L or 141L; PHYS 250, 250L, 251, 251L; PSYC 100, 210, 333. Descriptions of these courses can be found in The University of Findlay undergraduate catalog.

Students who have completed the courses listed above will continue on and complete a Master of Physical Therapy (MPT) degree. The MPT requirements include PHTH 503, 513, 515, 517, 519, 521, 525, 526, 532, 603, 615, 617, 619, 623, 625, 640; PHTH 616, 636 and 656 or 628, 648 and 658; HEPR 505, 507.

Course descriptions for the HEPR courses can be found elsewhere in this document. *No more than two courses with a grade of “C+,” “C” or “C-” can be used to meet graduation requirements.*

### **Accreditation**

*The Traditional Master 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; 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. 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 student 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 prerequisite GPA of 3.0.
2. Complete a total of 100 hours of observation in two different physical therapy settings.
3. Completion of the traditional program 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 androgyny.

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. Practice 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 MPT requirements include PHTH 504, 508, 510, 514, 520, 521, 522, 524, 526, 528, 532, 549, 550, 560, 563, 602, 604, 630, 632, 640, 646, 650, 660, 690, 720, 726, 730; PHTH 616, 636 and 656 or PHTH 628, 648 and 658; HEPR 505, 549, 600, 610. *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, 251; 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.

## ***Master of Physical Therapy Courses (PHTH)***

503 MUSCULOSKELETAL SYSTEM I 2 semester hours

*Prerequisites: "C" or better in PHTH 407 and 409*

This is the first of three 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.

504 COMPETENCIES IN PHYSICAL THERAPY 1 semester hour

*Prerequisite: admission to the WEC 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.

508 CHILD AND ADOLESCENT DEVELOPMENT 2 semester hours

*Prerequisite: admission to the WEC Physical Therapy Program*

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.

510 FUNCTIONAL MOVEMENT ANALYSIS 2 semester hours

*Prerequisite: satisfactory completion of Term I of the WEC Physical Therapy Program*

This is an in-depth study of the musculoskeletal, nervous and mechanical aspects of anatomical structures as related to human movement. Information will be presented in lecture/laboratory format with the use of anatomical models, human skeletal materials, gross anatomic samples, radiographic films, computer programs and individual participation in selected movements.

513 MUSCULOSKELETAL SYSTEM II 2 semester hours

*Prerequisites: "C" or better in 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: satisfactory completion of Term I of the WEC 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.

515 CLINICAL EDUCATION II 2 semester hours

*Prerequisite: satisfactory completion of PHTH 415*

This is the second of five clinical education experiences. It includes a six-week, full-time clinical affiliation under the supervision of a licensed physical therapist and is designed to allow students to gain practical experience related to classroom learning. Grading for this course is S/U.

- 517 NEUROMUSCULAR SYSTEM I 4 semester hours  
*Prerequisite: "C" or better in 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: "C" or better in 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 AND CRITICAL ANALYSIS I 2 semester hours  
*Prerequisite: admission to the WEC 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: "C" or better in 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 AND CRITICAL ANALYSIS II 2 semester hours  
*Prerequisite: satisfactory completion of Term I of the WEC Physical Therapy Program*  
This course is the second in a series of five research classes. It covers measurement theory and applied statistics. Additionally, the students will write research proposals for implementation in later courses.
- 524 BIOMECHANICS 2 semester hours  
*Prerequisite: admission to the WEC Physical Therapy Program*  
This course will apply the concepts of physics to normal human movement. It will include the analysis of posture and the components of human movement, including gait and other functional activities.
- 525 CLINICAL EDUCATION III 3 semester hours  
*Prerequisite: satisfactory completion of PHTH 515*  
This course is the third in a series of five clinical experiences. It includes a six-week, full-time clinical affiliation under the supervision of a licensed physical therapist. Grading for this course is S/U.

526 PSYCHOSOCIAL CONSIDERATIONS FOR PHYSICAL THERAPY PRACTICE 2 semester hours

*Prerequisite: satisfactory completion of Term II of the WEC Physical Therapy Program*

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. Societal influences such as characteristics of institutions, environmental and attitudinal barriers and policy are also considered. These topics are addressed from the perspectives of the client, family, caretakers and health care professionals.

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: satisfactory completion of Term III of the WEC Physical Therapy Program*

This course introduces the physical therapy student to musculoskeletal pathologies, evaluation and exercise concepts. This course serves as a complement and foundation for Musculoskeletal Impairments and Functional Limitations I and II.

547 APPLIED PHYSIOLOGY 2 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.

549 HUMAN ANATOMY 5 semester hours

*Prerequisite: admission into the Physical Therapy or Athletic Training Program*

This course will focus on human anatomy and clinical application relevant to allied health professionals. The course includes a dissection of the human body, surface anatomy and regional anatomy. Lectures on embryonic development highlight the correlation between human development and adult anatomic structure and discuss relevant developmental anatomical anomalies. Laboratory sessions will include anatomical models, computer programs and cadaver dissections.

550 PHYSICAL THERAPY EXAMINATION AND EVALUATION I 2 semester hours

*Prerequisite: satisfactory completion of Term III of the WEC Physical Therapy Program*

This course will address basic physical therapy examination and evaluation procedures. The guidelines for physical therapy practice are discussed in depth. Measurement properties are reviewed as they apply to physical therapy tests and measures used in examination. Specific tests and measures are presented as well as practiced in laboratory format: manual muscle testing, reflex testing, sensory examination and cognitive examination. The topics of client interviewing, documentation, development of client goals/objectives and measurement of progress will also be included.

- 557 FUNCTIONAL ANATOMY AND BIOMECHANICS 3 semester hours  
*Prerequisite: "C" or better in PHTH 549*  
 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 are also incorporated.
- 560 MUSCULOSKELETAL IMPAIRMENTS AND FUNCTIONAL LIMITATIONS I 4 semester hours  
*Prerequisite: satisfactory completion of Term III of the WEC Physical Therapy Program*  
 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.
- 563 NEUROSCIENCE 4 semester hours  
*Prerequisite: satisfactory completion of Term I of the WEC Physical Therapy Program*  
 This is an in-depth study of central nervous system structure and function. Concepts of sensory motor integration, motor and postural control, clinical syndromes, plasticity and nervous system development are considered.
- 602 NEUROTHERAPEUTICS I 3 semester hours  
*Prerequisite: satisfactory completion of Term IV of the WEC Physical Therapy Program*  
 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: "C" or better in 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: satisfactory completion of Term V of the WEC Physical Therapy Program*  
 Neurotherapeutics II is the second course in the neurotherapeutics series. The student acquires the knowledge base concerning general rehabilitation principles and procedures necessary to assess and solve selected neuromuscular problems. The assessment and treatment processes are presented for clients of any age with diagnoses such as muscular dystrophy, myasthenia gravis, peripheral neuropathy, diabetic neuropathy, cranial nerve disorder, meningitis, demyelinating disorders, spinal cord injury, spina bifida, Parkinson's Disease, traumatic head injury, Alzheimer's disease, Down's syndrome, cerebral palsy and developmental delay. Learning experiences emphasize neurotherapeutic knowledge skills and problem solving abilities.

- 615 CLINICAL EDUCATION IV 4 semester hours  
*Prerequisite: satisfactory completion of PHTH 525*  
 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.
- 616 FACULTY-DIRECTED RESEARCH I 1 semester hour  
*Prerequisite: "C" or better in PHTH 522*  
 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: "C" or better in 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 2 semester hours  
*Prerequisites: "C" or better in 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: "C" or better in 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.
- 625 CLINICAL EDUCATION V 4 semester hours  
*Prerequisite: satisfactory completion of PHTH 615*  
 This is the fifth of five clinical education 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.

- 628 CASE REPORT I 1 semester hour  
*Prerequisite: "C" or better in PHTH 522*  
This course is the first in a series of three case report classes. The focus is on literature review, case selection 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: satisfactory completion of Term V of the WEC Physical Therapy Program*  
This course is an-depth study of theory, physiologic response and current literature related to physical agents. Implications of this information for use of physical agents in the evaluation, treatment and alleviation of impairments will be covered. Other areas include the peripheral vascular system and pain management. Physical agents to be discussed include those that utilize heat, cold, light, water and electricity.
- 632 ELECTROTHERAPY 2 semester hours  
*Prerequisite: satisfactory completion of Term VII of the WEC Physical Therapy Program*  
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: grade of "satisfactory" in PHTH 616*  
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: satisfactory completion of Term VII in the WEC Physical Therapy Program*  
This course covers the physiology and pathophysiology related to the cardiac and pulmonary systems. It emphasizes the screening, examination, evaluation, diagnosis, prognosis and physical therapy intervention for conditions affecting these systems.
- 646 REHABILITATION TECHNOLOGY, ORTHOTICS AND PROSTHETICS 3 semester hours  
*Prerequisite: satisfactory completion of Term VII of the WEC Physical Therapy Program*  
Through the Rehabilitation Technology course, the student acquires the knowledge base necessary for the management of orthotics, prosthetics, wheelchair seating systems, environmental control devices, driver simulators, communication devices, assistive devices and other adaptive equipment for both orthopedic and neurological cases. The assessment and treatment processes are presented for clients of any age with diagnoses such as amputation, arthritis, circulatory conditions and/or specific rehabilitation technology needs.
- 648 CASE REPORT II 1 semester hour  
*Prerequisite: grade of "satisfactory" in PHTH 628*  
This course is the second in a series of three case report classes. The focus is on methodology, data collection and case description. This course will be graded S/U.

- 650 PHYSICAL THERAPY EXAMINATION AND EVALUATION II 3 semester hours  
*Prerequisite: satisfactory completion of Term IV of the WEC Physical Therapy Program*  
 This course is a continuation of Physical Therapy Examination and Evaluation I. The process of examination, evaluation, diagnosis and prognoses is 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: grade of "satisfactory" in PHTH 636*  
 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: grade of "satisfactory" in PHTH 648*  
 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: satisfactory completion of Term IV of the WEC Physical Therapy Program*  
 This is a continuation of Musculoskeletal I. 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.
- 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.
- 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  
 This course involves 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.

726 CLINICAL EDUCATION II, OUTPATIENT

4 semester hours

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.

730 CLINICAL EDUCATION III, SPECIALITY

5 semester hours

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, 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.



# MASTER OF SCIENCE IN ENVIRONMENTAL, SAFETY AND HEALTH MANAGEMENT

Dean of the College of Sciences: Geise

Program Director: Carter

Associate Professors: Carter, Homsher, Murphy

Assistant Professors: Edelbrock, Gillespie, Jaffe, Wilkinson

## **Mission and Goals of the Program**

The Master of Science in Environmental, Safety and Health Management (ES&H) 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 (ENVM) requires the completion of 33 semester hours of graduate coursework. 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+," "C" or "C-" can be used to meet graduation requirements.*

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

Students are required to complete a seven-course core curriculum.

ENVM 510 Environment 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 583 ES & H 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 640 Engineering Calculations	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 II, Vulnerability and Threat Assessment	3 semester hours
ENVM 661 Disaster Management III, Incident Command and Response	3 semester hours
ENVM 662 Disaster Management IV, 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 management, environmental management and occupational health and safety management. Each requires the successful completion of five courses for 15 semester hours (with an “A” or “B” grade) 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 (EDUC), as well as courses offered in cooperation with the Medical University of Ohio (MUO) in public health (PUBH) and occupational health (OCCH).

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

ENVM 560 Disaster and Emergency Management	3 semester hours
ENVM 660 Disaster Management II, Vulnerability and Threat Assessment	3 semester hours
ENVM 661 Disaster Management III, Incident Command and Response	3 semester hours
ENVM 662 Disaster Management IV, Business Continuity and Asset Protection	3 semester hours
EDUC 642 Instructing the Adult Learner	3 semester hours

PUBH 550 Biological Agents	3 semester hours
PUBH 600 Public Health Statistics (MUO)	3 semester hours
PUBH 601 Advanced Public Health Epidemiology (MUO)	3 semester hours
OCCH 520 Air Monitoring and Analytical Methods (MUO)	3 semester hours
OCCH 561 Physical Agents (MUO)	3 semester hours

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

ENVM 583 ES & H 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 640 Engineering Calculations	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 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 ES & H Quality Systems and Auditing	3 semester hours
ENVM 605 Industrial Hygiene Principles and Calculations	3 semester hours
EDUC 641 Training in Organizations	3 semester hours
EDUC 642 Instructing the Adult Learner	3 semester hours
PUBH 600 Public Health Statistics (MUO)	3 semester hours
PUBH 601 Advanced Public Health Epidemiology (MUO)	3 semester hours

Students in the master's degree program can count any of the certificate courses toward the elective portion of their MS degrees. However, they are not required to select elective courses from a single certificate area, 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 accredited schools 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 coursework, the students who opt to complete more than one certificate cannot double count any overlapping courses. Note, too, that participants seeking to obtain a graduate degree or certificate from Findlay are limited to taking nine hours of PUBH and OCCH classes from MUO.

## **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. English — TOEFL score of 550 or higher for international students
4. Demonstrated analytical skills
  - a. Optimally students should take the GRE, preferably (or GMAT) prior to acceptance
  - b. Students are provisionally accepted if they take the GRE after acceptance and before they start classes
  - c. If they have not taken either the GRE or GMAT by the time classes begin, they will have to take ENVM 502, since they have not demonstrated math and technical competency

## **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 accepted conditionally on taking ENVM 501, Anglo-American Jurisprudence and Writing.
2. Any student who does not show on the undergraduate transcript courses in college algebra, statistics and chemistry, including introductory chemistry and organic chemistry, will be accepted conditionally on taking ENVM 502, Technical Review Course.
3. Any student who completed an undergraduate degree more than five years prior to requesting admittance into the program, and is unable to demonstrate current competency in college algebra, statistics and chemistry by successfully taking a pretest or being exempted at the discretion of the academic program director, will be accepted conditionally on taking ENVM 502, Technical Review Course.

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

### **501 ANGLO-AMERICAN JURISPRUDENCE AND WRITING *1 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 emphasis will focus on research, particularly Internet research and how to properly use data and quotes in drafting research papers. Each student will be expected to draft two short research papers and one in-class paper.

### **502 TECHNICAL REVIEW COURSE *1 semester hour***

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, chemistry, physics 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 coursework requirements. This class will be offered as optional to those students who have had basic coursework 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 *1 semester hour***

This course introduces students to the fundamental principles in science important for the ESH discipline. ESH professionals must have basic knowledge in the fields of biology, chemistry and physics 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 coursework requirements. This class will be offered as optional to those students who have had basic coursework but wish to refresh their skills, and as mandatory to those students who have not demonstrated adequate undergraduate preparation.

### **510 ENVIRONMENT 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 record keeping.

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 OHSAS 18001 and related quality-management approaches.

585 WATER AND WASTEWATER TREATMENT *3 semester hours*

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 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.

640 ENGINEERING CALCULATIONS *3 semester hours*

This course discusses basic industrial processes, including both process flow analysis and related waste streams. Mathematical techniques provide the framework for understanding material balance concepts and the engineering aspects of industrial production, waste generation and pollution control. Treatment methods such as neutralization, incineration, pyrolysis, precipitation, evaporation and distillation are introduced to illustrate mass balance techniques.

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 II, VULNERABILITY AND  
THREAT ASSESSMENT *3 semester hours*

A risk identification and analysis course for facilities and communities for extraordinary hazards or 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 III, INCIDENT COMMAND  
AND RESPONSE *3 semester hours*

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 IV, 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 work 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 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 representatives of the student's choice 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, 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 responsibilities 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 cases of student misconduct 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 counsel 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.
  - b. The student's attention is expressly directed to the relevant rules and regulations contained in this catalog for further details in connection with these matters.

2. Appellate procedure in cases under this heading:
  - a. A student who has been found responsible of misconduct in a matter where the maximum prescribed sanction is less than suspension or dismissal may file a written application for permission to appeal to the Vice President for Student Services. Such application shall identify the matter and contain a concise statement of the reason for the appeal (e.g., a claim that the finding of responsibility is contrary to the manifest weight of the 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 the pronouncement of the decision.
  - b. The Vice President for Student Services 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 reheard. If the ends of justice do not require the resubmission of the information as to the facts, but errors are claimed or evident in the original proceeding, then the appellate authority may sustain, reverse or modify the decision and orders made in the original proceeding without a complete rehearing of the matter.
  - c. The judgment and final orders of the Vice President for Student Services, including orders denying applications to appeal, in these cases shall not be subject to review by or appeal to any higher authority.
3. In cases 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. In cases where the possibility of the imposition of such major penalties first arises in the course of a student's optional appeal to the Vice President for Student Services, the appellant shall be granted the option to continue with the appeal and accept the jurisdiction of the Vice President for Student Services to make a final decision and order or to have the appeal transferred to the jurisdiction of the Conduct and Discipline Committee for a complete hearing.

## V.

### *Disciplinary procedures in cases of misconduct which may subject a student to suspension or dismissal.*

1. Investigation of alleged misconduct:
  - a. Investigations of alleged serious misconduct 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 a charge which could lead to suspension or dismissal, then the matter will be referred 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.

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 investigate the matter and render a decision. If the Vice President feels there is cause for such a private meeting, then the student may waive his/her right to a meeting with the Conduct and Discipline Committee. Should he/she choose this alternate route, then there is no appeal to the Conduct and Discipline Committee; however, students may appeal as described in Section V, Item 3.

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 counsel may not represent or be present at a Conduct and Discipline 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 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 on file by the Office of Student Services.

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, with the permission of the President, may 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. Notwithstanding the generality of the foregoing provisions, a student who has been ordered to be dismissed or suspended from the University as a result of any of the foregoing provisions designed for the protection of the student's right to defend himself or herself from unwarranted charges or unreasonable penalties may request and may be granted an opportunity for a personal conference with the President or his designate to review the substance of the proceedings which have taken place; to receive counsel as to his or her future course of action in continuing an effort to acquire further educational opportunity; and, in case the President or his designate are convinced there has been an actual miscarriage of justice or that the best interests of both the University and the student require it, the President or his designate shall have authority to modify what would otherwise be the final order of the Vice President for Student Services or that of the Conduct and Discipline Committee. A request for such a conference must be made in writing within 72 hours of the suspension.

4. 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 Cases 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, either the Vice President for Student Services, the Director of Housing and Greek Life or their designate 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 cases 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 which may subject a student to suspension or dismissal.*

1. It should be readily understood that misconduct 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. Dishonesty such as plagiarism and cheating when charges are preferred by a faculty member with approval of the department head.
- f. Violation of published University policies, rules and regulations concerning fraternities, sororities and other student organizations; violation of published policy, procedures, bylaws and rules or regulations of any clinical facility utilized by the University in its professional education program; 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.)
- g. 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.
- h. Unlawful possession, use or distribution of marijuana, narcotics, hallucinogens, barbiturates, amphetamines, prescription drugs or any other illegal substance.
- i. Possession, use or distribution of beer, wine or intoxicating liquor.
- j. Gambling.
- k. Tampering with or misuse of fire alarms or fire fighting equipment.
- l. 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.
- m. Conduct not herein above specifically listed which is classified as a felony under the provisions of the Ohio Revised Code or Federal Statutes.
- n. Refusal to comply with lawful directions of University officials acting in the performance of their duties.
- o. 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.
- p. Earlier sections of this joint statement describe the procedures designed to assure every student who is charged with misconduct 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.*

##### *NONDISCRIMINATION AND ANTI-HARASSMENT POLICY*

The University of Findlay 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 of Findlay 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 of Findlay 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 of Findlay prohibits and will not tolerate any such discrimination or related harassment at its facilities, programs and activities.

The University of Findlay 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; your call will be answered confidentially and directed to the appropriate area for help. If you are 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 for 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 for 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 Chairman or Vice Chairman 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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