



2021-2022 Graduate Catalog



UNIVERSITY OF
MOUNT UNION



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

University of Mount Union Graduate Catalog

Academic Year 2021-2022

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The Graduate Catalog

UNIVERSITY OF
MOUNT UNION

The Graduate Catalog

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

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The University

UNIVERSITY OF
MOUNT UNION

The University

Institutional Mission

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

Goals

To accomplish the mission, the University faculty has established guidelines to help students:

I. Demonstrate Core Abilities

- Demonstrate ability to acquire and assess information.
- Demonstrate research skills (both quantitative and qualitative).
- Develop ability to think critically.
- Develop ability to think creatively.
- Develop communication skills.

II. Foundational Knowledge and Integration

- Acquire knowledge in humanities, arts, and sciences.
- Demonstrate the use of concepts and methods in humanities, arts, and sciences.
- Develop the ability to view the world from multiple disciplinary perspectives.
- Integrate knowledge and techniques across multiple disciplines.

III. Preparation for Fulfilling Lives

- Acquire the tools for self-development in order to assess and improve physical, social, emotional, intellectual, and spiritual growth and wellness.
- Find and cultivate intellectual pursuits.
- Find and cultivate pursuits for personal enrichment.

IV. Preparation for Meaningful Work

- Acquire discipline specific knowledge and skills needed at a professional level.
- Demonstrate use of discipline specific knowledge and skills.
- Integrate discipline specific knowledge and abilities with multiple disciplinary perspectives.
- Develop ability to collaborate with others to solve problems.

V. Preparation for Responsible Citizenship

- Develop knowledge and appreciation of the individual's culture and other cultures in a global context.
- Understand and employ ethics within diverse cultural, social, professional, environmental, and personal settings.
- Demonstrate civic engagement by active involvement in and beyond the classroom.

Diversity and Inclusion Statement

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

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

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

History

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

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

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

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

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

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

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

From 1846 to present, the administration of the University has been under the leadership of 12 presidents: Orville Nelson Hartshorn, 1846-1887; Tamerlane Pliny Marsh, 1888-1898; Albert Birdsall Riker, 1898-1908; William Henry McMaster 1899, 1908-1938; Charles Burgess Ketcham, 1938-1953; Carl Cluster Bracy, 1954-1967; Ronald Gilbert Weber '38, 1967-1980; G. Benjamin Lantz Jr., 1980-85; Harold M. Kolenbrander, 1986-2000; John L. Ewing Jr. 2000-2005; Richard F. Giese, 2005-2015; W. Richard Merriman, Jr., 2015-2020; and Thomas J. Botzman, 2020-Present.



Facilities

UNIVERSITY OF
MOUNT UNION

(Dates of construction or dedication)

Adams Court (2007)

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

Arch Street Building (2021)

This building houses classrooms, labs, and mock clinical space for Nursing, Physical Therapy, Physician's Assistant Studies, and the Spectrum Center program.

The William H. Eells Art Center (1985)

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

Beeghly Hall (1973)

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

Berea House (1999)

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

Bica-Ross Residence Hall (1996)

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

Bracy Hall (2003)

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

Brown Village (2007)

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

Brush Performance Hall (2015)

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

Chapman Hall (1864)

This five-story brick, steel and concrete structure is named in honor of Professor Ira O. Chapman, who was associated with the University from the fall of 1851 to the time of his death in 1880. It is the principal humanities classroom building on campus and was completely rebuilt in 1966-67. There are 40 faculty offices, 15 classrooms, and student and faculty lounges. Chapman Hall also houses the offices mainly for the College of Arts and Humanities.

Cicchinelli Fitness Center (2009)

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

Clarke Astronomical Observatory (1968)

Moved in May of 2003 to the south end of Bracy Hall, it was previously located at the south end of East Hall. It is the second such building to honor the memory of Dr. George Washington Clarke, professor of natural philosophy at the University. The first observatory, erected in 1924, served until it was razed to make room for the Timken Physical Education Building. The instruments, used in both observatories, are the gifts of Elmer E. Harrold of Leetonia, Ohio.

Clutter Manor (2007)

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

Cope Music Hall (1964)

This facility is named in memory of the late Kenneth B. Cope '20, alumnus, trustee and churchman. Principal donors to the building are his widow, Lela (Stoffer '21) Cope, and family. Cope Music Hall is located within the Giese Center for the Performing Arts located on the northeast edge of the campus. The building contains the offices and teaching studios of faculty members in the Department of Music. Also located in this area is the Sturgeon Music Library, given in memory of Bertha Fogg Sturgeon and her parents, by Samuel Sturgeon. The collection of books, scores and recordings were begun by a generous donation by Mrs. Ella Wilcox Peasley and the Carnegie Corporation. Presently, there are more than 7,000 recordings in CD and digital formats, more than 10,000 music scores, a music reference collection, music periodicals, and a variety of equipment available for check out in the library. The facilities include a printer, study cubicles, and four computer workstations with access to the campus network, the library catalog and the Internet. A complete keyboard laboratory of 13 Roland electronic pianos is located in the music theory area, each connected to an iMac equipped with ProTools audio recording and editing software, an M-Box Mini Sound i/o box, Finale, and Pyware (marching band program designing). Dedicated choir and band rehearsal rooms, a small recital hall, 30 practice rooms of various sizes and three classrooms are on the east side of the building. Presser Recital Hall is dedicated to Theodore Presser, a former Mount Union student and professor. The three-manual organ in the recital hall is the gift of the Kulas Foundation.

Cunningham Residence Hall (1968)

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

Dewald Chapel (1999)

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

Dom & Karen Capers Football Coaching Center (2020)

This building is a dedicated building for the football program. It contains the offices of the Head Football Coach and all of the Assistant Coaches. The facility has a large team meeting room that can accommodate 144 players. This large room can be subdivided into 4 smaller break-out spaces with instructional technology in every room.

Dussel House (1941)

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

Elliott Residence Hall (1914)

Elliott is a three-story gender inclusive residence hall named in honor of A.V.T. Elliott of Canton, Ohio. The building was remodeled in 2006. Forty-two students are housed in the building.

Gallaher Hall (2014)

Gallaher Hall, Mount Union's new health and medical sciences facility, houses the Physician Assistant Studies Program and Bachelor of Science in Nursing Program as well as a potential Doctor of Physical Therapy Program slated for launch in the fall of 2015 pending the appropriate approvals. The approximately 41,000-square-foot state-of-the-art facility features an operating simulation room, exam rooms, skill labs, a conference room, tiered and regular classrooms, expansion space, a courtyard and faculty offices. Named for the late Dr. Charles S. Gallaher '25, the facility is connected by a walkway to the south end of Bracy Hall, the University's natural sciences facility.

Gallaher Theatre (2015)

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

Gartner Welcome Center (2009)

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

Giese Center for the Performing Arts (2015)

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

Grove Court (2007)

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

Gulling Training Center (2001)

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

Hammond Natatorium (2009)

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

Hartshorn Village (2007)

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

Haupt House (2002)

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

Hoiles-Peterson Residence Hall (1989)

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

Hoover-Price Campus Center (1962)

The University's Campus Center is named in honor of the Hoover Company of North Canton, Ohio and the late Mr. and Mrs. H.C. Price of North Canton, Ohio, principal donors for the building. It is a one-story structure of 55,800 square feet located on the northwest edge of the campus. The Campus Center is the extracurricular heart of the campus. Expanded in 1996, the Campus Center includes the offices for many of the student service offices which fall under the umbrella of the Office of Student Affairs. This includes the vice president for student affairs and dean of students and associate dean of students, as well as the offices of Alcohol, Drug and Wellness Education, Campus Card and Facility Scheduling, Diversity and Inclusion, International Student Services, Residence Life, Student Accessibility Services, Student Conduct, Student Involvement and Leadership, and the Center for Student Success which includes the Offices of Career Development, First Year Initiatives, Student Academic Support and Students in Academic Transition. Both the Kresge Commons and the B&B Café were renovated in 2006-2007 and serve as the

primary dining options for students, faculty and staff on campus as well as popular gathering spots. The Campus Center is also the home to the University Store, a computer lab, student mailboxes and the University radio station. The Alumni Room, Newbold Room (formerly the East Room), and West Room, as well as the Osborne and Deuble Conference rooms, provide accommodations for meeting space. A student-staffed Information Desk and the main University switchboard are also located in the Campus Center.

Jae Manor (2007)

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

Keller Manor (2007)

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

Ketcham Residence Hall (1962)

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

Perry F. King Guest House (1981)

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

King Residence Hall (1960)

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

Kolenbrander-Harter Information Center (2000)

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

The Lakes (1916)

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

Lamborn Plaza (1984)

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

Library (1950)

Originally built in 1950 and expanded in 1975, the University Library is located within the Kolenbrander-Harter Information Center. The library offers more than 230,000 books in open stacks, more than 900 current journal titles, back years of journals in both bound and microform format and more than 350,000 federal government publications. Access to a wide range of computer databases and electronic full-text products is available via campus networked access to the Internet. Library collections are accessed through the OPAL catalog. Mount Union is part of a 19 library catalog consortium which uses the Innovative Interfaces software system. As part of the OhioLINK system, our users may borrow materials directly from all OPAL libraries as well as any of the 74 OhioLINK libraries throughout the state of Ohio. In addition to the OPAL catalog, the Mount Union library home page on the Internet offers access to more than 200 periodical indexes in a wide array of subject areas, more than 5,000 full-text periodical titles, a range of encyclopedias and dictionaries and several gateways to federal government document resources. Special collections are located in the Rare Books Room and the Historical Room, which houses the University's archives and a local history collection. The estate of Louis H. Brush makes annual grants to purchase books and periodicals in memory of James Alpheus Brush, the first Librarian of the University, and his wife. The Thomas S. Brush Foundation, Inc. made a gift of approximately \$500,000 in 1971 to the Endowment Fund of the University with the income to be used for purchase of books and periodicals in memory of Mr. Brush's grandparents, Mr. and Mrs. Louis H. Brush. The Sturgeon Music Library, located in Cope Music Hall, houses 7,000 recordings, 10,000 scores, current music periodicals and a music reference collection. Listening stations equipped with compact disc players, turntables and cassette recorders are provided for student use as well as a soundproof listening room. The Science Library provides the most recent three years of science journals and a science reference collection in close proximity to science classrooms and laboratories.

McCready Residence Hall (1965)

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

McMaster Residence Hall (1956)

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

McPherson Academic and Athletic Complex (2009)

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

McPherson Center for Human Performance (1996)

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

Miller Residence Hall (1866)

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

Mount Union Stadium (1915)

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

Nature Center (1986)

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

Oak Hall (2010)

This facility, originally built in 1958, was renovated in 2010 to house the School of Engineering as well as the School of Business. The facility includes a two-story lobby, seven labs, a collaborative space, distance learning classroom, a computer lab, two lecture halls, a conference room, student lounge, study areas and 23 offices.

Orwick Court (2007)

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

Otto Art Center (2015)

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

Peterson Field House (1981)

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

Scott Plaza

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

Shields Residence Hall (1999)

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

Sweeney Auxiliary Gymnasium (2010)

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

Timken Physical Education Building (1970)

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

Tolerton and Hood Hall (1982)

Tolerton and Hood houses various academic disciplines such as Psychology, Business, and Engineering. The building includes faculty offices, a large lecture room, individual classrooms and student laboratories. The building was endowed in 1983 through a generous gift from Mary (Tolerton '24) Hood. Tolerton and Hood Hall was named for Mrs. Hood's father, Howard Tolerton, and her husband, Clifford Hood.

Union Avenue Gateway and Park

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

Union Avenue West Village (2011)

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

van den Eynden Hall (1928)

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

Wable-Harter Building (1996)

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

Whitehill Tennis Courts (1946)

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



Accreditations & Affiliations

UNIVERSITY OF
MOUNT UNION

Accreditations and Affiliations

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

- University-Wide Accreditation
 - Higher Learning Commission (HLC)
 - Ohio Department of Higher Education (ODHE)
 - National Collegiate Athletic Association (NCAA)
 - National Council of State Authorization Reciprocity Agreements (NC-SARA)
- College of Applied and Social Sciences
 - Accreditation Council for Business Schools and Programs (ACBSP)
 - Commission on Sport Management Accreditation (COSMA)
 - Engineering Accreditation Commission of ABET (EAC-ABET)
 - Council for Accreditation of Educator Preparation (CAEP)
 - Department of Education of the State of Ohio (contained within CAEP accreditation)
 - Specialized Professional Association (SPA)
- College of Arts and Humanities
 - National Association of Schools of Music (NASM)
- College of Natural and Health Sciences
 - Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA).
 - American Chemical Society (ACS).
 - Commission on Collegiate Nursing Education (CCNE)
 - Ohio Board of Nursing (OBN)
 - Commission on Accreditation in Physical Therapy Education (CAPTE)



Alumni Organizations & Special Lectureships

UNIVERSITY OF
MOUNT UNION

The University of Mount Union Alumni Association was officially organized in 1948, having functioned for many years as an informal organization. Its purpose is to promote interest in Mount Union through a variety of programs and events. All former students who attended for at least one semester are automatically members of the Association. Activities are coordinated through the Office of Alumni Engagement. The Alumni Association supports the work of 3 sub-committees which in turn support the strategic initiatives of the University. Participation and support of the Association are welcomed and encouraged from any of our alumni around the world.

Special events for alumni are provided at the University during Alumni Weekend and Homecoming. The Mount Union Magazine, along with a monthly email newsletter, and social media, keeps alumni and friends informed of the programs and activities coordinated through the Office of Alumni Engagement and of the University.

The Mount Union Women, founded in 1933, is an organization of local chapters with the National Cabinet as its governing body. Its purposes are to foster the interests of Mount Union, to promote the education of women, to provide an effective medium of contact between alumnae and the University and to organize local chapters of Mount Union Women. Any woman who has attended Mount Union is a member of Mount Union Women. Associate memberships may be held by the wife of an alumnus and the mother, daughter or sister of an alumnus or alumna. Honorary memberships are given to the wife of the president of the University, the wives of all members of Administrative Council, the Director of Alumni Engagement and University Activities and women members of the University's Board of Trustees. Honorary memberships may also be given to women professors and wives of professors.

M Club is an organization of former student-athletes. Any student-athlete lettering in a varsity sport (Men's and Women's) at Mount Union is automatically a member of M Club upon graduation. The M Club serves to raise additional revenue to supplement the annual operations and capital budget of the athletic programs. The major activities of the Club include the Athletic Hall of Fame induction ceremony and other fundraising and social events.

Special Lectureships

The Carr Lecture

The Joseph M. Carr Lectureship was established at Mount Union in 1916 by the Carr family in memory of the Reverend Joseph M. Carr, D.D., a close associate of President Hartshorn in the early days of the University of Mount Union. The condition under which the lectureship was given states that the lecture shall always be upon the subject, "The Mission of the Christian University to the World."

The Dewald Honors Dinner

The Dewald Honors Dinner is made possible by Dr. Donald W. and Mrs. Eleanore (Iman '38) Dewald of Mansfield, Ohio. The Dewald's have believed that academic achievement should be publicly recognized. This event applauds the quality of student effort and encourages the pursuit of academic excellence at the University of Mount Union. The purpose of the dinner is to recognize freshman honor scholars, upperclassmen who earned Dean's List recognition during the academic year and students participating in the Honors Program.

The Eckler Lecture

The Eric A. and Mary W. Eckler Lecture in Literature and Drama was established through an endowment given by Mr. John A. and Mrs. Dorothy (Nelson '29) Cummins in appreciation of the Ecklers' years of service to the community and Mount Union. The income shall be used annually to bring a person(s) to the campus for one or more programs in literature or drama. Residents of Alliance and surrounding areas shall be invited to participate in the public programs.

The Faculty Lecture

Each year a member of the faculty is selected to give a special lecture relating interesting and important developments in their own field or exploring matters of general concern to the faculty. These lectures are open to the public.

The Gallaher Lecture

The Dr. Charles S. Gallaher Science Lecture Series was established in 2013 with an estate gift from Dr. Charles S. Gallaher '25. Gallaher was a Mount Union alumnus and distinguished member of the Board of Trustees from 1956 to 1994. The lecture supports the sciences and is to be presented in the Charles S. Gallaher Hall.

The Heffern Lecture

The Gordon Heffern Business Ethics Lecture was established by Mount Union Trustee Gordon E. Heffern to encourage dialogue about the practical ways in which spirituality can transform the workplace. Heffern, a graduate of the University of Virginia, served as chairman of the board of Society Corporation before retiring in 1987.

The Kershaw Lecture

The Myrtie Allen Kershaw Lectureship on Poetry and the Fine Arts was established in 1960 by a bequest from Myrtie Allen Kershaw of Kent, OH, who indicated in her will that such a fund should go to a University chosen by her friend and executrix of her estate, Elizabeth Clark Bell. Because of Mrs. Bell's personal interest in Mount Union, where she was a student in 1932-33 and where her uncle, Robert E. Stauffer, was a teacher and librarian for many years, she designated Mount Union to receive the fund. The income is used to bring periodically to the University a person of distinction, for one or more lectures on ancient or modern poetry, the fine arts, or music or for an original performance in one of these fields.

The Schooler Lecture Series

The Schooler Lecture Series was established in 1988 through a grant made by the Schooler Family Foundation of Coshocton, Ohio. Through their gift, the University is able to provide a dramatically enhanced opportunity for young men and women studying at Mount Union and for residents in the greater Alliance area to experience the breadth and depth of American culture. Speakers have included former U.S. President Gerald Ford; former U.S. Surgeon General C. Everett Koop; the late Astronomer Carl Sagan; former U.S. Secretary of State Henry Kissinger; and U.S. Supreme Court Justice Sandra Day O'Connor.

The Slater Lecture

The Thelma Tournay Slater Classics Lecture is made possible through a gift of Mrs. Thelma E. (Tournay '42) Slater. Mrs. Slater's lifelong passion for the classics began at Mount Union. The gift supports student enrichment through an increased appreciation of the civilization and cultural achievements of ancient Greek and Rome that stand at the core of a liberal arts education.

The Wolf Lecture

The John and Eleanor Mincks Wolf Lecture in Music Education and English was established with gifts in 1999 and 2009 to honor the memory of John '47 and Eleanor (Mincks) Wolf. Mr. Wolf was a teacher of music for 30 years in the Strongsville schools. Mrs. Wolf was a teacher of English and Latin in Richfield and Highland school districts. Distributions from the endowed fund are used to bring professionals in the disciplines of music education or English to campus.



Graduate Academic Calendar

UNIVERSITY OF
MOUNT UNION

Graduate Programs Academic Calendar

Summer Sessions 2021

- Classes begin Monday, May 17, 2021
 - **Full Summer Session: 5/17/21 – 8/15/21**
 - Last day to drop or add a class – Friday, May 21, 2021
 - Last day of “W” period – Friday, July 16, 2021
 - **Session I: 5/17/21 – 6/27/21**
 - Last day to drop or add a class – Friday, May 21, 2021
 - Last day of “W” period – Friday, June 11, 2021
 - **Session II: 7/6/21 – 8/15/21**
 - Last day to drop or add a class – Friday, July 9, 2021
 - Last day of “W” period – Friday, July 30, 2021
- No Classes Monday, May 31, 2021 (Memorial Day)
- No Classes Monday, July 5, 2021 (Independence Day observation)
- Sunday, July 4, 2021 (Independence Day)
- University Summer Term ends Sunday, August 15, 2021
 - PA and PT Classes end Friday, August 6, 2021
 - M.Ed. Classes end Sunday, August 15, 2021

Fall Semester 2021

- University Fall Semester begins Monday, August 23, 2021
- Graduate Classes begin Monday, August 30, 2021
 - **Full Semester Session (PA/PT): 8/30/21 – 12/16/21**
 - Last day to drop or add a class – Friday, September 3, 2021
 - Last day of “W” period – November 1, 2021
 - Last day of regular classes – Thursday, December 9, 2021
 - Final Exam Week (PA/PT Only) – 12/10/21 & 12/13/21-12/16/21
 - **Session I - 6 Weeks (M.Ed./MBA): 8/30/21 – 10/10/21**
 - Last day to drop or add a class – Friday, September 3, 2021
 - Last day of “W” period – Friday, September 24, 2021
 - **Session II – 6 Weeks (M.Ed./MBA): 10/25/21 – 12/3/21**
 - Last day to drop or add a class – Friday, October 29, 2021
 - Last day of “W” period – Friday, November 19, 2021
- No Classes – Monday, September 6, 2021 (Labor Day)
- No Classes November 24, 2021 through November 28, 2021 (Thanksgiving Recess)
- University Fall Semester ends Thursday December 16, 2021

Spring Semester 2022

- University Spring Semester begins Monday, January 10, 2022
- Graduate Classes begin Monday, January 10, 2022
 - **Full Semester Session (PA/PT): 1/10/22 – 5/6/22**
 - Last day to drop or add a class – Friday, January 14, 2022
 - Last day of “W” period – Monday, March 28, 2022
 - Last day of regular classes (PA/PT) – Wednesday, April 27, 2022
 - Final Exam Week (PA/PT Only) – 4/28/22-4/29/22 & 5/2/22-5/4/22
 - **Session I – 6 Weeks (M.Ed./MBA): 1/10/22 – 2/20/22**
 - Last day to drop or add a class – Friday, January 14, 2022
 - Last day of “W” period – Friday, February 4, 2021
 - **Session II – 6 Weeks (M.Ed./MBA): 3/14/22 – 4/24/22**

- Last day to drop or add a class – Friday, March 18, 2022
- Last day of “W” period – Friday, April 8, 2022
- No Classes – Monday, January 17, 2022 (MLK Day)
- No Classes – Monday, March 7 – Friday, March 11, 2022 (Graduate Program Spring Break)
- No Classes – Friday, April 15, 2022 (Good Friday)
- University Spring Semester ends Wednesday, May 11, 2022
- University Commencement – Saturday, May 14, 2022

Summer Sessions 2022

- Classes begin Monday, May 16, 2022
 - **Full Summer Session: 5/16/22 – 8/14/22**
 - Last day to drop or add a class – Friday, May 20, 2022
 - Last day of “W” period – Friday, July 15, 2022
 - **Session I: 5/16/22 – 6/26/22**
 - Last day to drop or add a class – Friday, May 20, 2022
 - Last day of “W” period – Friday, June 10, 2022
 - **Session II: 7/5/22 – 8/14/22**
 - Last day to drop or add a class – Friday, July 8, 2022
 - Last day of “W” period - Friday, July 29, 2022
- No Classes Monday, May 30, 2022 (Memorial Day)
- No Classes Monday, July 4, 2022 (Independence Day)
- University Summer Term ends Sunday, August 14, 2022
 - PA and PT Classes end Friday, August 5, 2022
 - M.Ed. Classes end Sunday, August 14, 2022



Academic Policies & Procedures

UNIVERSITY OF
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Academic Policies and Procedures

Student Responsibility

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

Educational Records Policy Annual Notification to Students

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

Definitions

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

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

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

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

Rights Under FERPA

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

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

Procedure to Inspect Education Records

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

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

Student records are maintained in the following offices:

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

Right of the University to Refuse Access

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

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

Right to Challenge Information in Records

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

Procedures for Hearings to Challenge Records

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

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

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

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

Disclosure of Education Records

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

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

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

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

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

Disclosure of Directory Information

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

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

Withdrawal Process

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

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

Students who withdraw from the University entirely according to the process described above are eligible for a partial refund of tuition and fee charges according to the following schedule:

Room and board charges are prorated on a weekly basis up through the 60 percent point of the semester. After this point there is no refund for room and board. Application fees, laboratory fees and other course fees are not refundable after the add/drop period. If admitted to the program, candidates are required to submit a non-refundable deposit for the applied enrollment term. This deposit will be applied toward tuition charges and will be forfeited in the case of withdrawal.

Return of Federal Title IV Funds

The federal government mandates that students who withdraw from all classes may keep only aid earned up to the time of withdrawal. This policy applies to all students who received Title IV funds (Direct Loans, Direct PLUS loans, Federal Pell Grants, Federal SEOG, and TEACH) and withdrew from all their classes prior to completing 60% of the semester for which the aid was provided. A student earns their federal aid on a pro-rated basis and is not considered to have earned 100% until they attend past the 60% point of the semester.

The return of federal title IV funds policy is a pro-ration of earned versus unearned financial aid. The earned financial aid percentage is determined by dividing the days attended in the semester by the total days in the semester with an allowance for any scheduled breaks that are 5 or more days in length (i.e., student withdraws on the 5th day of the semester which has 110 days, $5/110 = 5$ percent earned). Subtracting earned aid from aid that was awarded and disbursed gives you the amount of unearned aid that must be returned. The responsibility to repay unearned aid is shared by the institution and the student in proportion to the aid each is assumed to possess. The student may be billed by the University of Mount Union for any account balance created when the University is required to return funds. The balance due would be the result of tuition charges that are no longer being covered by the unearned aid or unearned aid that the student received in a refund check. The calculation must be performed within 30 days from the student's withdraw date. A school must always return their portion of any unearned Title IV funds within 45 days of the date the school determined the student withdrew.

Under the Return of Federal Title IV funds policy, the programs are reimbursed in the following order:

1. Federal Direct Unsubsidized Loan
2. Federal Direct Subsidized Loan
3. PLUS Loan
4. Grad PLUS Loan
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grant
7. TEACH Grant

A Post-Withdrawal Disbursement

A student qualifies for a post-withdrawal disbursement if their earned aid is more than the amount disbursed to them. The Office of Student Financial Aid will notify the student in writing via email or letter of their qualification for a post-withdrawal disbursement. The student has 14 days from the date of the letter to accept or decline the post-withdrawal disbursement. In the event the Office of Student Financial Aid does not receive a response from the student within 14 days, the post-withdrawal is forfeited. A school must offer any post-withdrawal disbursement of loan funds within 30 days of the date the school determined the student withdrew. A school must return any unearned funds and make a post-withdrawal disbursement of grant funds within 45 days of the date the school determined the student withdrew. The Office of Student Financial Aid recognizes if a student withdraws and is entitled to a post-withdrawal disbursement it will be applied to charges still owed to the University, and any excess will be refunded to the student.

Satisfactory Academic Progress

Federal regulations require the University of Mount Union to establish satisfactory academic progress (SAP) standards for student financial aid recipients. Mount Union's SAP policy measures a student's performance in the following three areas: cumulative grade point average (GPA), completion rate, and maximum time frame. The Office of Student Financial Aid is responsible for ensuring that all students who receive federal and state financial aid are meeting these standards. The Standards of Satisfactory Academic Progress apply for all financial assistance programs including but not limited to: Federal Pell Grant, Federal Perkins Loan, Federal Work-Study (FWS), Federal Supplemental Educational Opportunity Grant (FSEOG), Direct Student Loans, Direct Graduate and Parent PLUS Loans, as well as financial aid from the state of Ohio.

Satisfactory Academic Progress is reviewed annually following the spring semester. This review includes any courses taken during the summer semester. For example, the Spring 2017 review included the Summer 2016, Fall 2016, and Spring 2017 semesters in the calculation. Students who fail to meet the Standards of Satisfactory Academic Progress will be placed on financial aid suspension and lose eligibility for all federal Title IV and state financial aid programs. They will be notified, in writing, of this action. In addition, they will be provided the opportunity to appeal this decision based on mitigating circumstances that may have occurred during the year or semester that could not have been anticipated (see below).

Attempted Credit Hours. Credit hours attempted include all graded courses, transferred courses, pass/fail grades, satisfactory/unsatisfactory grades, withdrawals, incompletes, and repeats. All attempted hours are counted whether financial aid was received. For transfer students, the figure used for "semester hours attempted" will be the sum of transfer credits accepted by Mount Union and the credits attempted here at Mount Union. For example, a transfer student who was granted six credits for transfer work and who has attempted 25 credits at Mount Union would have attempted a total of 31 semester hours for the purposes of this policy. Pre-college (CCP) courses do not count toward credit hours attempted. Non-credit remedial courses are not offered and do not count toward credit hours attempted.

Cumulative Grade Point Average. To retain financial aid eligibility, a student must be in "good academic standing," in terms of minimum cumulative GPA requirements. A student's academic standing is dependent upon the cumulative grade point average, attempted number of credit hours, and the degree a student is seeking. For a student to attain and/or maintain "good academic standing" at the University of Mount Union,

the student must meet the following GPA requirements:

Second Degree Accelerated Bachelor of Science in Nursing

A student must maintain a cumulative grade point average (GPA) of 2.0 or above.

Undergraduate Students (Bachelor of Arts, Bachelor of Science, Bachelor of Music, Bachelor of Science in Nursing)

- 1.600 cumulative GPA or higher and have attempted fewer than 31 credit hours.
- 1.750 cumulative GPA or higher and have attempted at least 31 and fewer than 48 credit hours.
- 1.900 cumulative GPA or higher and have attempted at least 48 and fewer than 64 credit hours.
- 2.000 cumulative GPA or higher and have attempted 64 or more credit hours.

Master of Education

A student must maintain a cumulative grade point average (GPA) of 2.67 or above and receive no single grade below a B-.

Physician Assistant and Physical Therapy

A student must maintain a cumulative grade point average (GPA) of 3.0 or above.

A student may repeat a failed course as often as is necessary to pass and receive credit for the course. The course credit hours for each attempt are used in the calculation of the student's GPA unless the course was taken as a "Repeat for change of grade". All "Repeat for change of grade" course attempts will appear on a student's official academic record, but only the last attempt will be used in the calculation of the student's cumulative grade point average (the grade for the repeated attempt will appear in brackets).

Once a course has been successfully completed, a student can retake and receive financial aid for that same course only one additional time (one retake attempt). Successful completion of a course, for purposes of the Satisfactory Academic Progress calculation, are grades of A thru D-. All other grades, including Withdrawals and Incompletes will not be counted as a successful completion.

Incomplete grades are counted as unsuccessful attempts. Once an incomplete has been changed to an A, B, C, or D, it can be added to the number of hours completed for the term of the original registration. It is the student's responsibility to notify the Office of Student Financial Aid once an incomplete has been changed to a valid grade.

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

Please note that credit hours attempted, and grades awarded for approved transient work taken at another institution are part of Mount Union credits attempted and are included in the calculation of grade point average.

Completion Rate. A student must also be making satisfactory academic progress in terms of completing courses. Completion Rate is calculated by dividing the total numbers of hours completed by the total number of hours attempted. All attempted hours are counted whether financial aid was received. A student enrolled at the University of Mount Union on a full-time basis is making satisfactory academic progress (SAP) if he or she successfully completes a minimum of 67% of the credit hours attempted.

Maximum Time Frame. A student must also complete his or her degree within 150% of the published length of the program as measured by credit hours attempted. At the University of Mount Union, this means in programs requiring 128 credit hours, the course work was successfully completed before a student reaches 192 attempted credits (150% time frame). Eligibility for financial aid will be terminated after a student reaches 192 attempted credits (150% time frame).

The 150% maximum time frame allowance for completion of the program is intended to be long enough to allow for changes in major, loss of credit due to transfer and withdrawn coursework; therefore, no extensions of the maximum time frame will be granted for those reasons.

Students seeking second degrees and students with double majors may reach the maximum timeframe standard at an accelerated pace under this policy. Students may appeal for the allowance of additional credit hours to complete their program.

Financial Aid Appeal Procedure. Students who have lost federal or state financial aid eligibility may appeal to the Office of Student Financial Aid if they have mitigating circumstances (e.g. emergency, health, family circumstances, etc.). A student must appeal in writing. Such appeals must provide an explanation for why the student failed to achieve Satisfactory Academic Progress and must include a statement explaining how the student will achieve Satisfactory Academic Progress in the subsequent semester. Additional documentation or letters of support may be requested. Students must also complete an academic plan with the University Registrar. A committee, consisting of three members of the Office of Student Financial Aid will review the appeal and notify the student of a decision.

If a student's appeal is denied, the student will be placed on financial aid suspension and will lose eligibility for all federal Title IV and state financial aid programs until they achieve the minimum financial aid SAP standards required by this policy.

Students who have been placed on financial aid suspension status may regain full eligibility for federal Title IV and state financial aid by successfully completing coursework while in that status. The student must raise their cumulative Grade Point Average to meet or exceed the requirement and meet the completion rate. Students who are Ineligible to receive federal Title IV or state student financial aid may use one or more of the following payment options while attempting to regain eligibility:

1. Student's own resources
2. The University of Mount Union Payment Plan
3. Private Alternative Educational Loan Programs, although some private lenders require the student to meet Standards of Satisfactory Academic Progress policy requirements

Financial Aid Probation. If a student's appeal is granted, the student may continue to receive federal financial aid during the following semester and will be considered on financial aid probation. If after the following semester, the student succeeds and meets both the completion rate and GPA requirement, he or she will be removed from financial aid probation because he or she will be meeting satisfactory academic progress.

If a student fails to meet the completion rate or GPA requirement after the following semester, the Office of Student Financial Aid will determine if the student is meeting the terms of their academic plan. If the student is meeting the terms of their academic plan, they may stay on financial aid probation. If the student fails to meet the terms of the academic plan, the student will be placed on financial aid suspension and will

be ineligible for title IV and state financial aid. Although students may utilize the appeal process again if this occurs, the same mitigating circumstances used in previous appeals may not be used again. The Committee will also take the number of prior appeals submitted into consideration when reviewing subsequent appeals.

Leave of Absence (LOA) Policy

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

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

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

Students applying for a LOA, and who owe an outstanding balance to the University, must clear the debt before returning from the LOA. Students approved for a LOA will be subject to the same policies governing an outstanding balance as a student who is seeking readmission to the University. Any student considering requesting a LOA that received financial aid, should consult with the Student Financial Aid Office to determine how their financial aid will be affected. Students who take an official Leave of Absence (LOA) will be considered an official withdrawal for financial aid purposes. Federal regulations require that the Office of Financial Aid calculate a Return of Title IV for LOA cases.

Full-Time Status

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

Financial Aid for Graduate Students

Consideration for Federal Direct Loans requires the student to file the Free Application for Federal Student Aid (FAFSA) each academic year and meet the federal eligibility requirements. Eligible students may borrow up to \$20,500 if Federal Direct Unsubsidized Loan per academic year.

Amounts may not exceed the cost of attendance (direct and indirect costs associated with the program) in the given loan period.

Eligibility and Determination for Financial Aid for Graduate Students

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

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

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

Financial Aid Application Procedures for Graduate Students

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

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

Financial Aid Renewal Procedure for Graduate Students

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

- File the Free Application for Federal Student Aid (FAFSA) renewal form online at www.fafsa.ed.gov. All renewal

- applicants are encouraged to file by March of each subsequent year.
- The Office of Student Financial Services will provide reminders to students electronically.
- Award letters are electronically available to students in March.

Grades

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

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

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

Grading Notations

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

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

Grades and/or Grading Notation Definitions

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

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

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

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

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

Appeal of Sanctions Imposed for Academic or Professional Reasons

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

Dismissal

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

Applying for Graduation

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

identify any remaining requirements for graduation on a Degree Clearance Form, a copy of which will be given to the student.

Degree Conferral

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

“Walking” at Commencement

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

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

Academic Honesty

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

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

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

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

Determination of Student Location

The University of Mount Union confirms and maintains all student locations, or home/permanent address, at the time of acceptance, during their enrollment at the University, and whenever a student initiates a change of address. At the time of acceptance or initial enrollment, a student’s location is determined by what the student provides on the application. Students apply to the University using digital applications through a common application or an application provided on the University’s website. The location of a student is confirmed each registration period (October and March) of each year by the student acknowledgement at the time of registration. If a student’s location changes, the student must follow the Change of Address policy outlined in this catalog.

Student Change of Address

When a student changes their permanent address, they must notify the Office of the University Registrar within 30 days of the official change of address. Changes of address will be verified by the University Registrar, with proper document, and the request must be made in writing by the student. Proper documentation for proof of address change should be a written correspondence with the student’s name and address. Such documents should be no older than 30 days.



Programs of Study

UNIVERSITY OF
MOUNT UNION

Master of Business Administration

Admission Requirements/Criteria

All Applicants

The following criteria are required of all applicants to the Mount Union MBA:

- Baccalaureate degree from a regionally or nationally accredited institution.
- Possess an undergraduate cumulative grade point average equal to or greater than a 3.0 (on a 4.0 scale) or a grade point average equal to or greater than 3.0 (on a 4.0 scale) with a minimum of 12 credit hours of graduate study.
- Curriculum vitae or résumé.
- A writing sample of a minimum of 500 words outlining the following: 1) career aspirations, 2) qualifications, and 3) rationale for applying to the program. This piece should demonstrate the candidate's ability to write at graduate level proficiency.
- Provide one recommendation from an employer or a former professor who is in a position to judge the applicant's potential for graduate level study and research.

Applicants with a Bachelor's Degree in Business or Equivalent

Students with a bachelor's degree in business (or those who have completed an equivalent of the business common professional core (CPC) at the undergraduate level) with a 3.0 GPA or higher will not be required to take Business Foundations 1 and 2.

Applicants with Non-Business Bachelor's Degree

Students with a non-business bachelor's degree, or those who have not completed an equivalent of the business common professional core (CPC) at the undergraduate level) with a 3.0 GPA or higher will be required to take Business Foundations 1 and 2. The undergraduate CPC may also be satisfied by completing appropriate undergraduate courses.

Consideration for Conditional Admission

Applicants who do not meet the above stated criteria will be evaluated on a case-by-case basis and may be asked to submit additional documentation in order to be considered for conditional admission.

Other Admission/Enrollment Related Information

TOEFL Requirement

- For admission into the MBA program, applicants whose primary language is not English must have a recent IBT (Internet-Based TOEFL) score of 100 or more in addition to meeting other program requirements.

Transfer Credit Policy

- A maximum of nine (9) semester hours of graduate transfer credits will be considered for transfer credit. The course(s) must have been taken at a regionally accredited institution and be aligned with the objectives for the University of Mount Union course(s), and only coursework earning a grade of B or better will be considered for transfer credit. Additional credits may be transferred on a case-by-case basis.
- A candidate wishing to transfer credits must submit an official transcript, along with a copy of the appropriate course description from the graduate catalogue of the respective institution; and may be asked to offer additional documentation (such as a course syllabus). To initiate a transfer credit evaluation, student should contact the Program Director and/or the University Registrar.

Acceptance into the Program

Applicants offered a position in the current matriculating class must acknowledge acceptance within the timeframe noted in the acceptance letter and forward a signed Acceptance Form with a non-refundable acceptance deposit (which will be applied toward tuition) to hold a space in the program. All students admitted into the program will be required to complete an online orientation module.

Tuition and Fees

Tuition and fees are as follows for all concentrations in the Master of Business Administration program:

Tuition per semester*	\$4,170 (\$695 per semester hour)
Application Fee	\$ 30
Technology*	\$600 (\$100 per semester)
Enrollment Deposit (non-refundable)	\$250
Total Estimated Program Cost*	\$25,900

**Tuition and fees are subject to annual adjustment.*

Requirements for the Master of Business Administration

The goal of the online Master of Business Administration (MBA) program is to cultivate and refine analytic and leadership skills through knowledge acquisition and the integration of research and practice. Program and graduation requirements are outlined in the MBA Program Handbook and acknowledged by the student signature. Students must successfully complete all required courses for graduation.

Grading Scale

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

93 – 100%	A
90-92%	A-
87-89%	B+
83-86%	B
80-83%	B-
70-79%	C
≤ 69%	F

Business Analytics Concentration

Students in the MBA in business analytics program study how to use data to develop solutions that enhance the strategic planning process and optimize business operations.

Required MBA Core Courses		Semester Hours
MBA 503	Marketing Management	3
MBA 504	Quantitative Analysis	3
MBA 505	Legal and Ethical Foundations of Business	3
MBA 601	Financial Management	3
MBA 602	Strategic Human Resource Management	3
MBA 603	Managerial Accounting	3
MBA 604	Managerial Economics	3

Bridge Courses

The School's accrediting body, ACBSP, requires additional course coverage for applicants without adequate preparation in business at the undergraduate level. The following accelerated courses are designed to provide the required content that covers the essential foundations of an undergraduate business program. These courses must be completed during the student's first year in the MBA program for students without an undergraduate in a business-related field and will be determined upon admission.

MBA 503	Marketing Management	3
MBA 504	Quantitative Analysis	3

Required Business Analytics Courses		Semester Hours
BAI 501	Business Analytics and Intelligence	3
BAI 601	Data Mining and Optimization	3
BAI 603	Operations Management	3
BAI 602	Managerial Information Systems	3
BAI 690	Business Analytics and Intelligence Capstone	3
Total Credits		36-42

Leadership and Innovation Concentration

This concentration is designed primarily for working professionals who want to advance in their careers. Participants will develop business acumen in conjunction with making significant contributions to their organizations. The development of strategic leadership, change, and innovation competencies is central to this concentration.

Required MBA Core Courses		Semester Hours
MBA 503	Marketing Management	3
MBA 504	Quantitative Analysis	3
MBA 505	Legal and Ethical Foundations of Business	3
MBA 601	Financial Management	3
MBA 602	Strategic Human Resource Management	3
MBA 603	Managerial Accounting	3
MBA 604	Managerial Economics	3

Bridge Courses

The School's accrediting body, ACBSP, requires additional course coverage for applicants without adequate preparation in business at the undergraduate level. The following accelerated courses are designed to provide the required content that covers the essential

foundations of an undergraduate business program. These courses must be completed during the student's first year in the MBA program for students without an undergraduate in a business-related field and will be determined upon admission.

MBA 503	Marketing Management	3
MBA 504	Quantitative Analysis	3
Required Leadership and Innovation Courses		Semester Hours
LDR 501	Leadership for Organizational Transformation & Change	3
LDR 601	Leading Teams and Collaborative Work Projects	3
LDR 602	Idea Development and Innovation	3
LDR 603	Strategic Planning and Effectiveness	3
LDR 690	Leadership and Innovation Capstone	3
Total Credits		36-42

Course Descriptions

Bridge Courses

The Department's accrediting body, ACBSP, requires additional course coverage for applicants without adequate preparation in business at the undergraduate level. The following accelerated courses are designed to provide the required content that covers the essential foundations of an undergraduate business program. These courses must be completed during the student's first year in the MBA program, if prior coursework does not include essential content (Common Professional Core).

MBA 501 Business Foundations 1

This course is a foundational MBA course for non-business undergraduates. The course will focus on the fundamental qualitative areas of business including ethics, legal environments, global dimensions of business, management, and marketing. *3 Sem. Hrs.*

MBA 502 Business Foundations 2

This foundational course is for non-business undergraduates and is focused on an introduction to quantitative areas necessary for the MBA program. The course will cover an overview of topics in accounting, economics, finance, information systems, and operations management. *3 Sem. Hrs.*

Business Core Courses

The following courses constitute the business core, which is required of all students in the MBA program:

MBA 503 Marketing Management

This course will provide a framework for applying marketing principles in a variety of contexts. It will critically examine the role of strategic marketing in creating and providing value to stakeholders, with emphasis on decision-making processes. Through the utilization of customer analysis, marketing segmentation, and the marketing mix, students will engage in the design and implementation of marketing plans in domestic and international environments. *3 Sem. Hrs.*

MBA 504 Quantitative Analysis

This course introduces fundamental quantitative analysis theories. It will focus on the application of statistical packages to solve a variety of management issues. After completing this course, students are expected to use solve common management problems by applying statistical tools and technologies. *3 Sem. Hrs.*

MBA 505 Legal and Ethical Foundations of Business

The legal and ethical foundation are paramount to successful business operations. This course provides students with an introduction to business law and ethics and explores the interrelatedness of these concepts. It provides frameworks for critically analyzing and evaluating current and developing issues and regulations, for the design and implementation of effective organizational policies and procedures. *3 Sem. Hrs.*

MBA 601 Financial Management

This course is designed to provide the student with a balanced approach to the theory and practice of managerial finance. It presents frameworks for basic fiscal decision making in a variety of organizational settings. Students will engage in the analysis, evaluation, and preparation of financial statements for managerial decision-making. *3 Sem. Hrs.*

MBA 602 Strategic Human Resource Management

This course approaches human resources management (HRM) from a strategic perspective. Emphasis is placed on integrating HRM with overall business strategy. Policies and practices relating to the primary functions of Human Resources will be addressed in the context of organizational performance and effectiveness. *3 Sem. Hrs.*

MBA 603 – Managerial Accounting

This course provides exposure to a variety of managerial accounting concepts. Focus will be on the evaluation and use of data for internal planning, control and decision making. Students will apply cost accounting techniques for budget and forecasting. *3 Sem. Hrs.*

MBA 604 Managerial Economics

This course will explore fundamental principles and trends in economics important to managers. It focuses on topics impacted by various competitive settings. The course will enhance understanding of how markets operate and develop capabilities for making economic predictions about market outcomes. Students will evaluate challenges facing organizational leadership from an economic perspective for optimal decision-making. *3 Sem. Hrs.*

Leadership and Innovation Concentration Courses

This concentration is designed primarily for working professionals who want to advance in their careers. Participants will develop business acumen in conjunction with making significant contributions to their organizations. Students will explore leadership topics and build skills by applying theory to practice through a curriculum of transformation and change, team building, conflict management, new concept development, and strategic analysis. The development of strategic leadership, change, and innovation competencies is central to this concentration.

LDR 501 Leadership for Organizational Transformation and Change

Individual and group behaviors are the central components of the study of behavior in organizations. Focus is on the managerial application of knowledge to issues such as motivation, group process, leadership, and organizational design structure. This course will prepare students to navigate the complexities of the human side of change from the perspectives of individuals, teams, and organizations. *3 Sem. Hrs.*

LDR 601 Leading Teams and Collaborative Work Projects

This course examines the principles of building and leading high performing teams. Students will utilize theoretical and practical applications to generate strategies that promote a climate of accountability critical to developing high performing teams. Conflict resolution, collaboration skills, and facilitating innovation are some major themes that will be presented. *3 Sem. Hrs.*

LDR 602 Idea Development and Innovation

This course will explore business innovation, new ideas and concept development, value creation, and business modeling. Students will utilize tools and techniques, such as the Business Model Canvas, and other frameworks in the investigation, generation, analysis, and validation of new venture ideas. Organizational challenges associated with business model innovation strategies will be explored. *3 Sem. Hrs.*

LDR 603 Strategic Planning and Effectiveness

This is a comprehensive course that analyzes fundamental issues in the internal and external environments experienced by organizations in various contexts. The focus will be on development and implementation of solutions that generate competitive advantages through sustainability and strategic planning. Students will enhance their leadership skills through application of theory to practice that engender organizational effectiveness. *3 Sem. Hrs.*

LDR 690 Leadership and Innovation Capstone

Today's rapidly changing business environments and global marketplace require innovative and adaptive leadership skills. This course will integrate and synthesize major elements and implications of various leadership theories with the knowledge and skills developed throughout the curriculum. Emphasis will be how to address challenges of leadership in modern organizations effectively. This capstone course will include a final master field assessment (i.e., MFT or Peregrine), which will measure program learning outcomes. This course will close with a self-examination gained from inventories and assessments that will result in a personal leadership philosophy and plan. *3 Sem. Hrs.*

Business Analytics Concentration Courses

This concentration is designed for students who aspire to develop managerial competencies related to data, statistics, and computer information systems. The program provides specialized training for a technological business environment in the areas of business analytics.

BAI 501 Business Analytics and Intelligence

Data has become an important strategic asset in acquiring and maintaining competitive advantages in organizations. This course provides a conceptual and practical overview of analytical tools, techniques, and practices used to support data-driven decision making in an organization. Spreadsheet modeling techniques will be applied for analyzing risk and uncertainty and to guide managerial actions under internally and externally imposed environmental constraints. *3 Sem. Hrs.*

BAI 601 Data Mining and Optimization

The purpose of this course is to prepare students to use advanced data analysis techniques and software for decision making. Application of fundamental concepts of data mining will allow students to model, test, and interpret data sets from varied sources. Students will critique the implementation of industry specific analytical approaches and concepts in real-world situations. *3 Sem. Hrs.*

BAI 602 Managerial Information Systems

This course provides an analysis of information technology concepts, methodologies, and practices. The primary objective of this course is to enable managers to use information technology to create collaborative environments for employees, customers, and suppliers. Security of data, wireless, and Internet-based technologies will be evaluated to create data presentation and visualization strategies addressing real-world applications. *3 Sem. Hrs.*

BAI 603 – Operations Management

This course will focus on the development of fundamental concepts, analysis of systems, and managerial decision-making related to the delivery of products and services. It provides a conceptual and actionable introduction to operations management. There will be emphasis on developing analytical, strategic thinking skills, and techniques crucial for managing 21st-century operations in service, manufacturing, and governmental organizations. *3 Sem. Hrs.*

BAI 690 Business Analytics and Intelligence Capstone

The capstone course for Business Analytics and Intelligence concentration will integrate and synthesize the knowledge and skills developed through the program. Emphasis will be on how to effectively address the challenges of leadership in modern organizations through communicating data analysis and results across business areas. This capstone course will include a final, master field assessment (i.e., MFT or Peregrine) which will measure program learning outcomes. This course will close with a comprehensive application of a real-world situation through data visualization and storytelling gained from the business analytics and intelligence curriculum. *3 Sem. Hrs.*

Master of Education

Admission Requirements/Criteria

- Bachelor's degree from a regionally accredited college or university.
- Possess an undergraduate cumulative grade point average equal to or greater than 2.75 (on a 4.0 scale), or a grade point average equal to or greater than 3.0 (on a 4.0 scale) with a minimum of 12 credit hours of graduate study.
- Submit a curriculum vitae or résumé.

- Applicants will submit an essay of approximately 250-500 words which outlines the applicant’s career aspirations and rationale for applying to the program. This piece will demonstrate the candidate’s ability to write at the graduate level.
- Provide two recommendations from employers or former professors who are in a position to judge the applicant’s potential to graduate level study and research, as well as the suitability for educational leadership.
- Consideration for conditional admission: Applicants who do not meet the above criteria will be judged on a case-by-case basis and will be asked to submit additional documentation in an attempt to gain conditional admission.
- Applicants may be selected for an interview to be conducted using phone/video conferencing. Applicants who successfully complete the interview will be admitted into one of the Master of Education program concentrations.
- Entrance to the Principal Licensure Program. Fulfill all entrance requirements and possess at least one of the following criteria:
 - Possess a cumulative undergraduate GPA equal to or greater than 3.0 (on a 4.0 scale)
 - Document satisfactory scores on the General Test of Graduate Record Examinations (GRE): Verbal greater than or equal to 145, Quantitative greater than or equal to 144, and writing greater than or equal to 3.75
 - Possess a cumulative graduate GPA greater than or equal to 3.0 (on a 4.0 scale) from at least six semester hours

Other Admission/Enrollment Related Information

- For admission into the Master of Education program, applicants whose primary language is not English must have a recent IBT (Internet- Based TOEFL) score of 100 or more in addition to meeting other program requirements.
- A maximum of six (6) semester hours of graduate transfer credits will be considered. The course(s) must have been taken at a regionally accredited institution and be aligned with the objectives for the University of Mount Union course(s). Additional credits may be transferred on a case-by-case basis.
 - A candidate wishing credit must submit an official transcript for the work, along with a copy of the appropriate course description from the graduate catalog of the institution and may be asked to offer additional documentation, such as syllabus. To initiate a transfer credit evaluation, email a request to Dr. Melissa Askren-Edgehouse, Chair, Department of Education at askrenma@mountunion.edu.
- If admitted to the program, candidates are required to submit a non-refundable deposit of \$250. This deposit will be applied toward tuition charges.

Tuition and Fees

Tuition and fees are as follows for concentrations in Athletic Coaching, Curriculum and Instruction, and Educational Leadership (5 semesters):

Tuition per semester*	\$3,570 (\$595 per semester hour)
Application Fee	\$ 30
Technology*	\$500 (\$100 per semester)
Enrollment Deposit (non-refundable)	\$250
Total Estimated Program Cost*	\$18,630

Tuition and fees are as follows for concentration in Ohio Principal Licensure (6 semesters):

Tuition per semester*	\$3,570 (\$595 per semester hour)
Application Fee	\$ 30
Technology*	\$600 (\$100 per semester)
Enrollment Deposit (non-refundable)	\$250
Total Estimated Program Cost*	\$22,300

**Tuition and fees are subject to annual adjustment.*

Requirements for the Master of Education

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

Athletic Coaching Concentration

Required Courses	Semester Hours
EL 501 Introduction to Leadership and Organizational Change	3
COA 520 Anatomy and Physiology for Sports	3
COA 521 Strength Training and Conditioning	3
EL 504 Ethical and Moral Foundations of Leadership	3
EXS 575 Sports Nutrition	3
EL 506 School Culture, Supervision, and Professional Development	3

EL 601	Technology for Educational Leaders	3
EL 602	Social, Cultural, Political, and Community Dimensions of Schools	3
COA 522	Psychology of Coaching	3
COA 620	Pedagogy of Skill Development	3
Total Credits		30

Curriculum and Instruction Concentration

Required Courses		Semester Hours
EL 501	Introduction to Leadership and Organizational Change	3
EL 601	Technology for Educational Leaders	3
CI 603	Curriculum and Instructional Leadership	3
EL 505	Using Data for School Improvement	3
CI 507	Current Trends in Curriculum Development	3
CI 508	Curriculum Evaluation	3
EL 602	Social, Cultural, Political, and Community Dimensions of Schools	3
CI 606	Curriculum Theorizing	3
EL 604	Clinical Internship I	3
EL 506	School Culture, Supervision, and Professional Development	3
Total Credits		30

Educational Leadership Concentration

Required Courses		Semester Hours
EL 501	Introduction to Leadership and Organizational Change	3
EL 502	School Finance	3
CI 507	Current Trends in Curriculum Development	3
EL 504	Ethical and Moral Foundations of Leadership	3
EL 505	Using Data for School Improvement	3
EL 506	School Culture, Supervision, and Professional Development	3
EL 601	Technology for Educational Leaders	3
EL 602	Social, Cultural, Political, and Community Dimensions of Schools	3
EL 603	School Law	3
EL 604	Clinical Internship I	3
Total Credits		30

Ohio Principal Licensure Concentration

Required Courses		Semester Hours
EL 501	Introduction to Leadership and Organizational Change	3
EL 502	School Finance	3
CI 507	Current Trends in Curriculum Development	3
EL 504	Ethical and Moral Foundations of Leadership	3
EL 505	Using Data for School Improvement	3
EL 506	School Culture, Supervision, and Professional Development	3
EL 601	Technology for Educational Leaders	3
EL 602	Social, Cultural, Political, and Community Dimensions of Schools	3
EL 603	School Law	3
EL 604	Clinical Internship I	3
EL 605	Clinical Internship II	3
CI 603	Curriculum and Instructional Leadership	3
Total Credits		36

Course Descriptions

COA 520 Anatomy and Physiology for Sports

This graduate level anatomy and physiology course concentrates on the structure and function of organ systems in the human body. The skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems will be studied. The functions of these systems will be addressed through the study of each system's homeostatic state as well as the bodies response to imbalances in the homeostatic state. *3 Sem. Hrs.*

COA 521 Strength Training & Conditioning

This course is designed to provide knowledge in the strength and conditioning field as well as human performance and wellness. Emphasis will be placed on developing, assessing, and implementing programs to enhance performance variables for athletes. *3 Sem. Hrs.*

COA 522 Psychology of Coaching

This course is designed to provide a practical view of the broad field of sport/coaching psychology. This will include a theory basis of human behavior in sport settings as well as opportunities to explore mental training techniques and intervention strategies for sport competition. *3 Sem. Hrs.*

COA 575 Sports Nutrition

Course will provide students with information on nutritional and supplemental concepts as they apply to sports and the role a coach has in providing information and guidance to athletes. Topics of study will include nutritional standards for different types of sports and training. This course will focus on sports nutrition products and a process to determine their safety and efficacy. *3 Sem. Hrs.*

COA 620 Pedagogy of Skill Development

This course will address the challenge of continued sport skill development in athletes through various pedagogical approaches. Whether coaching in an individual sport or a team sport, skill development in individual athletes is a key component to success. Coaches will learn how to create an ideal environment for athletes to focus on task mastery, including ideas of adaptability as well as identifying and manipulating constraints to learning. *3 Sem. Hrs.*

COA 650 Athletic Coaching Capstone

Students engage in reflective practice as an athletic coach. Students are expected to become familiar with the roles and responsibilities of an athletic coach, lead in the planning, implementation, evaluation, and reporting of a continuous improvement project designed to enhance the workplace. *S/U. 3 Sem. Hrs.*

CI 503 Culturally Responsive Pedagogy

This course examines culturally responsive pedagogy (CRP), which is a philosophy to facilitate student engagement and academic success by incorporating student cultures, experiences, and identities into the curriculum so that students and teachers can become co-creators of classroom knowledge. Because culturally responsive pedagogy seeks, through education, to identify, problematize, and ultimately transform institutions and society with the goal of ending all forms of oppression, culturally responsive teachers must not only possess the will to end oppression but the knowledge to inform their choices and actions. *3 Sem. Hrs.*

CI 506 Supervision and Professional Development

This course explores the various processes of building professional capacity by which educational leaders and mentors promote instructional improvement, growth, and professional development conducive to student learning. *3 Sem. Hrs.*

CI 507 Current Trends in Curriculum Development

This course examines staff-developed P-12 school curriculums, including student needs in various situations, curriculum development (including standards based on research, objectives/skills, assessments and evaluation), and analysis of new curriculum practices. This course also examines the important milestones in curriculum theory and design by examining curricular and political dilemmas that play out in schools and society. Major curriculum theories will be studied and evaluated. *3 Sem. Hrs.*

CI 508 Curriculum Evaluation

This course will focus on understanding the concepts of evaluation and how to effectively apply it in the classroom, particularly in relation to student evaluation. Major approaches to evaluation, the relationship between evaluation and research, and evaluation of teaching and curricula will also be discussed. This course will also discuss the history of evaluation, the relation of evaluation to curriculum, various theories of evaluation, and the difference between evaluation and research. *3 Sem. Hrs.*

CI 603 Curriculum and Instructional Leadership

This course will provide an understanding of curriculum, instruction, assessment, and reform processes, address curriculum development, and various models for curriculum supervision of curriculum: preparing students for subject area, building level, central office, for the task of supervising and monitoring curriculum. The role of the curriculum leader in the change process and the leadership skills required to implement a new curricular program will be addressed; the principles, practices, issues specific to and underlying the development and construction of the curriculum in the public school. *3 Sem. Hrs.*

CI 606 Curriculum Theorizing

The latest research on effective curriculum design will be explored and applied in individually based classroom or action research projects. Data will be collected, analyzed, reported, and compared to literature and theory in the field of education representing a culminating project for the C&I program. *3 Sem. Hrs.*

CI 650 Curriculum & Instruction Capstone

Students engage in reflective practice as a curriculum leader. Students are expected to become familiar with the roles and responsibilities of curriculum leaders, lead in the planning, implementation, mentoring, and reporting of a continuous improvement project designed to enhance the workplace. *S/U. 3 Sem. Hrs.*

EL 501 Introduction to Leadership and Organizational Change

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

EL 502 School Finance

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

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

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

EL 504 Ethical and Moral Foundations of Leadership

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

EL 505 Using Data for School Improvement

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

EL 506 School Culture, Supervision, and Professional Development

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

EL 599 Phonics, Process, and Structure of Language

This course focuses on theories of language acquisition and the nature, role, and elements of phonics and phonemic awareness with the language arts processes. A firm knowledge and skill base in planning, instruction, and assessment is developed. An overview of language, both typical and atypical, emphasizing terminology, acquisition, development, physiological and psychological systems, impact on learning, assessment and intervention strategies including augmentative communication. *3 Sem. Hrs.*

EL 601 Technology for Educational Leaders

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

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

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

EL 603 School Law

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

EL 604 Clinical Internship I

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

EL 605 Clinical Internship II

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

EL 606 Complicated Conversations

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

EL 650 Educational Leadership Capstone

Students engage in reflective practice as an educational leader. Students are expected to become familiar with the roles and responsibilities of the educational leader, lead in the planning, implementation, evaluation, and reporting of a continuous improvement project designed to enhance the workplace. *S/U. 3 Sem. Hrs.*

EXS 575 Sports Nutrition

Course will provide students with information on nutritional and supplemental concepts as they apply to sports and the role a coach has in providing information and guidance to athletes. Topics of study will include nutritional standards for different types of sports and training. This course will focus on sports nutrition products and a process to determine their safety and efficacy. *3 Sem. Hrs.*

ISE 550 Understanding Young Children with Exceptionalities and the Learning Environment

This course prepares candidates to know and understand the characteristics and developmental needs of young children (ages 3-5) with special needs. The course will explore topics such as medical aspects and physical management implications of working with young children with disabilities. Candidates will be prepared to promote the growth and development of special needs children in a respectful, safe, and healthy learning environment. A preschool-based field experience in an intervention setting of 25 hours will be required. *2 Sem. Hrs.*

ISE 555 Instructional Strategies and Effective Collaboration for Young Children with Exceptionalities

This course will prepare candidates to plan and deliver effective instruction that advances the learning of young children (ages 3-5) with exceptionalities. Candidates will understand and use developmentally appropriate assessments to inform instruction, evaluate, and ensure student learning. Candidates will learn strategies to collaborate and communicate with families, other professionals and the community to support student learning. A preschool-based field experience in an intervention setting of 25 hours will be required. *4 Sem. Hrs.*

PL 610 School Operations and Human Resource Management

This class examines foundational concepts in human resource theory and practice; explores laws, policies, and practices related to the effective management of human and physical resources in P-12 education. *3 Sem. Hrs.*

PL 650 Principal Internship I

This is the first of a two-course sequence where interns engage in reflective practice as a building/district administrator and educational leader. Interns are expected to become familiar with the roles and responsibilities of the educational leader, lead in the planning, implementation, evaluation, and reporting of a continuous improvement project designed to enhance education in a building/district. *S/U. 3 Sem. Hrs.*

PL 651 Principal Internship II

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

Master of Science in Physician Assistant Studies

Admission Requirements

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

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

Prerequisite Course	Mount Union Equivalents	Semester Hours
English Composition	WRT 100 or successful completion of WOC Portfolio	3-4
General Psychology	PSY 110S	3-4
General Biology I and II	BIO 140N and BIO 141N	8

with labs or higher level biology courses	or upper-level Biology coursework	
Anatomy and Physiology I and II with labs*	BIO 210 and BIO 211	8
Genetics	BIO 240	2-4
Concepts in Chemistry with lab	CHE 120N	3-4
Organic Chemistry I with lab	CHE 231	3-4
Elementary statistics or Biostatistics**	MTH 123 or PSY 200	3-4
Microbiology with lab Medical Terminology***	BIO 305	4

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

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

World Education Services

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

Education Credentials Evaluators

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

- International students must submit official TOEFL scores. Scores of 590 or above on the paper-based test, 243 or above on the computerized test or 100 or above on the internet test are required for citizens of non-English speaking countries.
- International students also are required to have U.S. visa information if they are currently residing in the United States
- Background Check: Students must request and pay online for a criminal background check prior to program matriculation. Information will be provided upon acceptance.
- Patient Care Experience: This experience is not required, but is preferred.
- Preference: Preference in the selection of students for the interview process will be given to University of Mount Union graduates who meet all other admissions prerequisites.
- Priority Admission: The University of Mount Union Physician Assistant Studies Program offers priority admission to some applicants. Please see the Priority Admissions section (on the Program website) for details.

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

Tuition and Fees

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

Tuition and Fees:	2021 Cohort	2022 Cohort
Entire 27-month PA program	\$87,500	\$87,500
Per semester	\$12,500	\$12,500

Other Estimated Costs:

Textbooks	\$3,700
Laptop Computer	\$2,500
Lab Coats, equipment, etc.	\$2,250
PDA (Clinical Year)	\$250
Health Record Maintenance and Background Check	\$328
AAPA Conference (semesters 4 & 7)	\$2,500
University Technology Fee	\$700
Program Fee	\$1,750
Total Other Costs Estimate	\$13,978

Non-refundable enrollment deposit of \$1,500 will be applied to tuition

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

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

Requirements for the Degree in Physician Assistant Studies

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

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

Grading Scale

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

Course Sequence

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

Semester Two (Fall 1)- 20 credits (16 weeks)		
PA 504	Pathophysiology	4
PA 507	Patient Diagnostics	2
PA 511	History and Physical Exam Techniques II and lab	4
PA 512	Clinical Medicine I	6
PA 515	Pharmacology I	4

Semester Three (Spring 1)- 20 credits (16 weeks)		
PA 506	Electrocardiography	1
PA 513	Clinical Medicine II	6
PA 516	Pharmacology II	4
PA 517	Medical Ethics	2

PA 518	Clinical Skills	2
PA 519	Research Methods and Evidence-Based Medicine	3
PA 520	Behavioral Medicine and Preventive Measures	2
Semester Four (Summer 2)- 17 credits (12 weeks)		
PA 514	Clinical Medicine III	6
PA 521	Healthcare Policy and Delivery	2
PA 522	Leadership and Preparation for Practice	2
PA 523	Emergency Medicine	4
PA 524	Integrative Patient Care Management	3
Semester Five (Fall 2) – 9 credits (16 weeks)		
PA 6xx	Clinical Practicum I	2
PA 6xx	Clinical Practicum II	2
PA 6xx	Clinical Practicum III	2
PA 6xx	Clinical Practicum IV	2
PA 615	Professional Development Seminar I	1
Semester Six (Spring 2) – 10 credits (16 weeks)		
PA 6xx	Clinical Practicum V	2
PA 6xx	Clinical Practicum VI	2
PA 6xx	Clinical Practicum VII	2
PA 6xx	Clinical Practicum VIII	2
PA 625	Professional Development Seminar II	1
PA 660	Introduction to the Master’s Capstone Project	1
Semester Seven (Summer 3) – 9 credits (12 weeks)		
PA 6xx	Clinical Practicum IX	2
PA 6xx	Clinical Practicum X	2
PA 635	Professional Development Seminar III	1
PA 670	Master’s Capstone Project	3
PA 671	Summative Evaluation	1

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

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

Course Descriptions

PA 501 The Physician Assistant Profession (1 credit)

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

PA 502 Clinical Anatomy (4 credits)

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

PA 503 Human Physiology (4 credits)

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

PA 504 Human Pathophysiology (4 credits)

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

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

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

PA 506 EKG (1 credit)

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

PA 507 Patient Diagnostics (2 credits)

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

PA 510 History and Physical Exam I (3 credits)

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

PA 511 History and Physical Exam II (4 credits)

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

PA 512 Clinical Medicine I (6 credits)

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

PA 513 Clinical Medicine II (6 credits)

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

PA 514 Clinical Medicine III (6credits)

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

PA 515 Pharmacology I (4 credits)

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

PA 516 Pharmacology II (4 credits)

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

PA 517 Medical Ethics (2 credits)

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

PA 518 Clinical Skills (2 credits)

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

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

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

PA 520 Behavioral Medicine and Preventive Measures (2 credits)

Instruction focused on the detection and application of preventive measures and treatment of health risk behaviors including stress, abuse and violence, substance abuse and psychological symptoms and syndromes through basic counseling, patient education and/or appropriate referrals that are sensitive to culture and ethnicity. Introduction to strategies to identify and ease patient reaction to illness and end of life issues and

application of those strategies to overcome resistance, encourage therapeutic cooperation, and assist in changing patient risky behaviors. Cultural diversity and its relationship to health, disease, and death will be addressed. Other topics include sexuality and health.

PA 521 Healthcare Policy and Delivery (2 credits)

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

PA 522 Leadership and Preparation for Practice (2 credits)

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

PA 523 Emergency Medicine (4 credits)

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

PA 524 Integrative Patient Care Management (3 credits)

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

Clinical Practicum I-X (2 credits each):

PA 610 Family Medicine

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

PA 611 Pediatrics

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

PA 615 Professional Development Seminar I (1 credit)

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

PA 620 Internal Medicine

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

PA 621 General Surgery

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

PA 625 Professional Development Seminar II (1 credit)

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

PA 630 Women's Health

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

PA 631 Psychiatry/Behavioral Medicine

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

PA 635 Professional Development Seminar III (1 credit)

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

PA 640 Clinical Practicum: Selective Rotation

This four-week rotation is designed to enhance the Physician Assistant student's experience in a care setting selected by the clinical coordinator. The rotation scope is broad and encompasses such specialties as inpatient hospital medicine, physical medicine and rehabilitation, palliative medicine, dermatology, trauma settings, ENT, family medicine, cardiology, urgent care and other settings selected by the clinical coordinator. Emphasis will be on disease processes common to various medical settings and development of differential diagnoses and plan based upon the presentation of the patient.

PA 641 Emergency Medicine

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

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

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

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

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

PA 670 Capstone Master's Project (3 credits)

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

PA 671 Summative Evaluation (1 credit)

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

Doctor of Physical Therapy

Admission Requirements/Criteria

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

* Used to calculate prerequisite GPA

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

Tuition and Fees

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

2021 Entering Cohort

Tuition:

Entire 36-month doctoral program	\$107,200
Per semester	\$13,400

Other Expenses:

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

2022 Entering Cohort

Tuition:

Entire 36-month doctoral program	\$111,200
Per semester	\$13,900

Other Expenses:

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

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

Requirements for the Degree of Doctor of Physical Therapy

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

Grading Scale

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

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

Course Sequence

Semester One - 18 credits (16 weeks)

	Semester Hours
PT 521 Neuroanatomy	4
PT 524 Medical Foundations I: Pathophysiology	3
PT 544 Interprofessional Practice I	1
PT 550 Methods & Techniques I	3
PT 570 Cardiopulmonary Systems I	4
PT 623 Pharmacology	3

Semester Two- 16 credits (16 weeks)

PT 520 Human Anatomy	4
PT 522 Human Movement	4
PT 530 Evidence-Based Practice I	2
PT 540 Professional Development I	2
PT 545 Interprofessional Practice II	1
PT 551 Methods & Techniques II	3

Semester Three- 18 credits (12 weeks)

PT 525 Medical Foundations II: Cond/Synd	3
PT 531 Evidence-Based Practice II	2
PT 663 Clinical Interventions & Treatment I	5
PT 653 Therapeutic Interventions I	4
PT 624 Human Anatomy II	4

Semester Four- 13 credits (16 weeks)

PT 571 Cardiopulmonary Systems II	4
PT 632 Doctoral Seminar I	1
PT 726 Medical Foundations III: Medical Diagnostics	3
PT 746 Interprofessional Practice III	1
PT 781 Clinical Education I (first 8 weeks)	4

Semester Five- 21 credits (16 weeks)		
PT 641	Professional Development II	2
PT 652	Methods & Techniques III	3
PT 654	Therapeutic Interventions II	4
PT 674	Musculoskeletal System II	4
PT 675	Neuromuscular Systems I	4
PT 755	Therapeutic Interventions III	4
Semester Six- 20 credits (12 weeks)		
PT 664	Clinical Interventions & Treatments II	5
PT 742	Professional Development III	1
PT 672	Integumentary system	3
PT 776	Neuromuscular Systems II	4
PT 673	Musculoskeletal System I	4
PT 710	Innovative Clinical Concepts	3
Semester Seven- 12 credits (16 weeks)		
PT 633	Doctoral Seminar II	1
PT 765	Clinical Interventions & Treatments III	5
PT 782	Clinical Education II (first 12 weeks)	6
Semester Eight- 8 credits (16 weeks)		
PT 734	Doctoral Seminar III	1
PT 743	Professional Development IV	1
PT 783	Clinical Education III (last 12 weeks)	6

Course Descriptions

FIRST YEAR - FIRST SEMESTER

PT 521 NEUROANATOMY

4 semester hours

Prerequisite: Admission into the Physical Therapy Program.

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

PT 524 MEDICAL FOUNDATIONS I-PATHOPHYSIOLOGY

3 semester hours

Prerequisite: Admission into the Physical Therapy Program.

A study of the etiology, pathology, epidemiology, course, duration, prognosis, and clinical picture of common diseases and syndromes affecting the body systems, with emphasis on cardiovascular, pulmonary, integumentary, and muscular systems. This is the first in a series of three courses.

PT 544 INTERPROFESSIONAL PRACTICE I

1 semester hour

Prerequisite: Admission into the Physical Therapy Program.

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

PT 550 METHODS AND TECHNIQUES I

3 semester hours

Prerequisite: Admission into the Physical Therapy Program.

Introduces the student to examination procedures including but not limited to patient histories, decision making, and examination procedures, the systems review as they apply to the cardiopulmonary, integumentary neuromuscular and musculoskeletal systems. Range of motion, strength testing, basic clinical skills, and the use of universal precautions are presented. This is the first in a series of three courses. Content is presented in lecture/lab format.

PT 570 CARDIOPULMONARY SYSTEMS I

4 semester hours

Prerequisite: Admission into the Physical Therapy Program.

This course focuses on applied human physiology, nutrition, and physiology of exercise. Relationship of body systems with emphasis on metabolic, integumentary, neuromuscular, musculoskeletal and cardiopulmonary to exercise throughout the life span. This is the first in a series of two courses. Content is presented in lecture/lab format.

PT 623 PHARMACOLOGY	3 semester hours
Prerequisites: Admission into the Physical Therapy Program.	
Discussions include categories of drugs, generic and trade names of common drugs, the use, effects and precautions for common drugs and drug-drug interactions and pharmacokinetic principles. It will also focus on how various drugs affect the patient response to activity, exercise and other therapeutic interventions.	
<i>FIRST YEAR - SECOND SEMESTER</i>	
PT 520 HUMAN ANATOMY	4 semester hours
Prerequisite: Successful completion of the previous semester.	
This course consists of an in depth study of the musculoskeletal and peripheral nervous systems of the human body as it relates to structure and function. The major body systems are discussed. Surface anatomy is incorporated throughout the course. Materials will be presented in lecture/lab format with the use of cadaver, anatomical models, and human skeletal materials.	
PT 522 HUMAN MOVEMENT	4 semester hours
Prerequisite: Successful completion of the previous semester.	
An in-depth study of human movement utilizing functional anatomy and biomechanical principles. Examines the normal sensory and motor development throughout the lifespan with recognition of abnormal development related to the musculoskeletal and peripheral nervous system relate to movement, gait, functional activities and posture. Content is presented in lecture/lab format.	
PT 530 EVIDENCE-BASED PRACTICE I	2 semester hours
Prerequisite: Successful completion of the previous semester.	
Defining what is meant by evidence-based practice in healthcare specifically within the practice of physical therapy. The course also focuses on measurement theory and applied statistics. This is the first in a series of two courses.	
PT 540 PROFESSIONAL DEVELOPMENT I	2 semester hours
Prerequisite: Successful completion of the previous semester.	
An exploration of teaching, learning theories, and learning styles are discussed. Consideration of the psychological, emotional, social and cognitive factors on the development of the individual with impairments and dysfunctions are presented. This is the first in a series of four courses.	
PT 545 INTERPROFESSIONAL PRACTICE II	1 semester hour
Prerequisite: Successful completion of the previous semester.	
Discussions of the roles each member of the healthcare team has, appropriate and inappropriate interactions. Exploration of professional core values related to the practice of physical therapy. This is the second in a series of three courses.	
PT 551 METHODS AND TECHNIQUES II	3 semester hours
Prerequisite: Successful completion of the previous semester.	
Essentials of the neuromuscular exam, exam of gait, functional capacity examination, home environmental assessment, and functional outcomes assessments are discussed. Wheelchair use, patient transfers, and basic gait training with assistive devices are also presented. This is the second in a series of three courses. Content is presented in lecture/lab format.	
<i>FIRST YEAR - THIRD SEMESTER</i>	
PT 525 MEDICAL FOUNDATIONS II-CONDITIONS/SYNDROMES	3 semester hours
Prerequisite: Successful completion of the previous semester.	
A study of the etiology, pathology, epidemiology, progression, duration, prognosis, and clinical presentation of common conditions and syndromes affecting the skeletal and neuromuscular systems. Medical and surgical interventions, impairments and functional limitations for those disorders commonly seen in physical therapy are also presented. This is the second in a series of three courses.	
PT 531 EVIDENCE-BASED PRACTICE II	2 semester hours
Prerequisite: Successful completion of the previous semester.	
Discussion of the research process focus on information searching, analysis of research literature, formation of a hypotheses, and research design. This is the second in a series of two courses.	
PT 653 THERAPEUTIC INTERVENTIONS I	4 semester hours
Prerequisite: Successful completion of the previous semester.	
The principles of therapeutic exercise for musculoskeletal pathologies and movement dysfunctions throughout the life span are presented. This is the first in a series of three courses. Content is presented in lecture/lab format.	
PT 663 CLINICAL INTERVENTIONS AND TREATMENTS I	5 semester hours
Prerequisite: Successful completion of the previous semester.	
Patient/Client case studies are presented at a basic level of mastery; exploration, treatment development, on-going discussions are focused to prepare students for the various practice settings for the delivery of services. Comprehensive written examination must be passed before matriculation into the next year. This is the first in a series of three courses.	
<i>SECOND YEAR - FOURTH SEMESTER</i>	
PT 571 CARDIOPULMONARY SYSTEMS II	4 semester hours
Prerequisites Successful completion of the previous semester.	

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

PT 624 HUMAN ANATOMY II 4 semester hours

Prerequisite: Successful completion of previous semester.

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

PT 632 DOCTORAL SEMINAR I 1 semester hour

Prerequisite: Successful completion of the previous semester.

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

PT 726 MEDICAL FOUNDATIONS III-MEDICAL DIAGNOSTICS 3 semester hours

Prerequisite: Successful completion of the previous semester.

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

PT 746 INTERPROFESSIONAL PRACTICE III 1 semester hour

Prerequisite: Successful completion of the previous semester.

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

PT 781 CLINICAL EDUCATION I 4 semester hours

Prerequisite: Successful completion of PT-663.

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

SECOND YEAR - FIFTH SEMESTER

PT 641 PROFESSIONAL DEVELOPMENT II 2 semester hours

Prerequisite: Successful completion of the previous semester.

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

PT 652 METHODS AND TECHNIQUES III 3 semester hours

Prerequisite: Successful completion of the previous semester.

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

PT 654 THERAPEUTIC INTERVENTIONS II 4 semester hours

Prerequisite: Successful completion of the previous semester.

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

PT 674 MUSCULOSKELETAL SYSTEM II 4 semester hours

Prerequisites: Successful completion of the previous semester.

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

PT 675 NEUROMUSCULAR SYSTEM I 4 semester hours

Prerequisite: Successful completion of the previous semester.

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

PT 755 THERAPEUTIC INTERVENTIONS III 4 semester hours

Prerequisite: Successful completion of the previous semester.

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

SECOND YEAR - SIXTH SEMESTER

PT 664 CLINICAL INTERVENTIONS AND TREATMENTS II	5 semester hours
Prerequisite: Successful completion of the previous semester.	
Patient/Client case studies are presented at an intermediate level of mastery; exploration, treatment development, on-going discussions are focused to prepare students for the various practice settings for the delivery of services. Comprehensive practical examination must be passed before matriculation into the next year. This is the second in a series of three courses.	
PT 672 INTEGUMENTARY SYSTEM	3 semester hours
Prerequisites: Successful completion of the previous semester.	
An in depth study of the structure, function, conditions, and pathologies that lead to disabilities of the integumentary system. Emphasis on the evaluation and treatment of the impairments, limitations and disabilities of the integumentary system are presented. Content is presented in lecture/lab format.	
PT 673 MUSCULOSKELETAL SYSTEM I	4 semester hours
Prerequisites: Successful completion of the previous semester.	
This course focuses on the management of the patient/client related to the musculoskeletal system. Screening, examination, evaluation, diagnosis, prognosis and physical therapy interventions for conditions, impairments, and functional limitations in the upper extremities and spine are presented. This is the first in a series of two courses. Content is presented in lecture/lab format.	
PT 742 PROFESSIONAL DEVELOPMENT III	1 semester hours
Prerequisite: Successful completion of the previous semester.	
Topics covered include wellness, health, prevention and maintenance of fitness, community health needs, community resources and community service. This is the third in a series of four courses.	
PT 776 NEUROMUSCULAR SYSTEM II	4 semester hours
Prerequisite: Successful completion of the previous semester.	
Client screening, examination, evaluation, diagnosis, prognosis, and intervention are considered within the context of a variety of neurological and associated orthopedic diagnoses seen throughout the lifespan. This is the second in a series of two courses. Content is presented in lecture/lab format.	
PT 710 INNOVATIVE CLINICAL CONCEPTS	3 semester hours
Prerequisite: Success completion of previous semester.	
An exploration of innovative approaches to clinical treatments, emerging theories or technologies, and or focus on the dynamic clinical environment for practice. Content is presented in lecture/seminar format.	
<i>THIRD YEAR - SEVENTH SEMESTER</i>	
PT 633 DOCTORAL SEMINAR II	1 semester hour
Prerequisite: Successful completion of the previous semester.	
Focus is on data collection, analysis, results, and discussions. This is a directed study under the supervision of a graduate faculty advisor. This is the second in a series of three courses.	
PT 765 CLINICAL INTERVENTIONS AND TREATMENTS III	5 semester hours
Prerequisite: Successful completion of the previous semester.	
Patient/Client case studies are presented at an entry-level of mastery; exploration, treatment development, on-going discussions are focused to prepare students for the various practice settings for the delivery of services. Comprehensive written/oral/practical examination must be passed before graduation. This is the third in a series of three courses.	
PT 782 CLINICAL EDUCATION II	6 semester hours
Prerequisite: Successful completion of PT-664.	
This is a full-time twelve week clinical education experience supervised by a licensed physical therapist in a setting appropriate to allow synthesis of the neuromuscular, musculoskeletal, cardiopulmonary, and integumentary practice patterns. Experience with patient/client education and practice management may also be explored. This is the second in a series of three courses.	
<i>THIRD YEAR - EIGHTH SEMESTER</i>	
PT 734 DOCTORAL SEMINAR III	1 semester hour
Prerequisite: Successful completion of the previous semester.	
Focus is on outcomes and completion of the supervised study for formal presentation locally and or nationally in written or oral format. This is a directed study under the supervision of a graduate faculty advisor. This is the third in a series of three courses.	
PT 743 PROFESSIONAL DEVELOPMENT IV	1 semester hours
Prerequisite: Successful completion of the previous semester.	
Personal and professional assessment and development. Prepare for a life of professional practice, personal and social responsibility. This is the fourth in a series of four courses.	
PT 783 CLINICAL EDUCATION III	6 semester hours
Prerequisite: Successful completion of PT-765.	
This is a full-time twelve week clinical education experience supervised by a licensed physical therapist in a setting selected by the student to allow synthesis of the neuromuscular, musculoskeletal, cardiopulmonary, and integumentary practice patterns. Experience with research, patient/client education, practice management, and specialization may also be explored. This is the third in a series of three courses.	



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Rebekah L. Shank; Office Coordinator, Physical Therapy Program

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Kristine L. Still, B.S., M.A., Ph.D.; Founding Dean of the College of Applied and Social Sciences

Amanda Valverde, B.A.; Executive Assistant to the Provost and Vice President for Academic Affairs

Andrea Williams, B.S.; Senior Administrative Assistant to the Dean of the College of Natural and Health Sciences

Tom Wise, B.S.; Biology Lab Manager

Center for Faculty Development

Danielle Cordaro, B.A., M.A. Ph.D.; Director of the Center for Faculty Development and Associate Professor of English

Stephen Craig, B.A., M.A., Ed.D.; Instructional Designer

Cara McEldowney, B.A.; Manager of Instructional Technology

Melissa Muller, B.S., M.A., Ph.D.; College of Natural and Health Sciences Faculty Fellow and Associate Professor of Psychology, Neuroscience, and Human Development

Sarah Russell, B.M., MFA; College of Arts and Humanities Faculty Fellow and Assistant Professor of Costume Design

Center for Global Education

Jennifer Hall, B.A., M.A., Ph.D.; Faculty Director of the Center for Global Education

Center for Student Success

Jody Bryan, B.A.; Coordinator for the Center for Student Success

Jessica Cunion, B.A., M.A.; Associate Academic Dean

Sara Fugett, B.A., M.S.; Director of Career Development

Brian T. Hopkins, B.S., M.Ed.; Director of Academic Support

Mark Humphrey, B.A., Coordinator of Student Athlete Success and Development

Ross Miltner, B.A., M.Ed., J.D.; Director of Student Accessibility Services

Digital, Written, and Oral Communication Studio

Rodney Dick, B.A., M.A., Ph.D.; Director of the Digital, Written, and Oral Communication Studio and Professor of English

Office of Camps and Conferences

Jenny Huth, B.A.; Director of Camps and Conferences

Office of Institutional Effectiveness

Suzette Burlingame, B.A., M.Ed., M.L.I.S.; Director of Institutional Effectiveness

Aimee Huter, B.A., M.S.; Assistant Director of Institutional Effectiveness

Office of the University Registrar

Bryan J. Boatright, B.A., M.B.A., Ed.D., Assistant Vice President for Academic Affairs and University Registrar

Kimberly Eckenrode, A.A.B.; Academic Systems Coordinator
Lisa Johnson, B.A., Assistant University Registrar
Benjamin Torma, B.A., M.A.; Academic Records Coordinator
Diane Yarnell, A.A., B.A.; Scheduling Manager

Integrative Core

Amy Laubscher-Milnes, B.A., M.A., Associate Director of the Integrative Core
Keith Miller, B.S., Ph.D.; Director of the Integrative Core

Intercollegiate Athletics

Abbey Bartoszewicz, B.A., M.B.A.; Assistant Women's Basketball Coach
Caitlin Clark, B.S., M.S., M.Ed., Associate Athletic Director for Compliance, Administration & Inclusion
Kelley Clark, B.S., M.A.; Head Women's Soccer Coach
Jasper Collins, B.A., Assistant Football Coach
Geoff Dartt, B.S., Head Football Coach
Daryl Ely, B.A.; Assistant Football Coach
Alek Erwin, B.A.; Assistant Men's and Women's Track and Field and Cross Country Coach
Emily Fisher, B.A., M.Ed.; Assistant Athletic Director and Head Women's Lacrosse Coach
Michael Fuline, B.G.S., M.A.; Head Men's Basketball Coach
Paul Hesse, B.S., M.A.; Assistant to the Athletic Director and Head Baseball Coach
Jessica Hirsh, B.A., M.Ed.; Assistant Men's and Women's Swimming and Diving Coach
David Krems, B.A., Head Men's Soccer Coach
Kevin Lucas, B.A., M.Ed.; Head Men's and Women's Track and Field and Cross Country Coach
Melissa Mahnke, B.A., M.A.; Head Women's Volleyball Coach
Matthew Mihelic, B.A.; Head Men's Volleyball Coach
Kyle Miller, B.A.; Assistant Football Coach
Eric Mojock, B.S., M.Ed.; Head Men's and Women's Swimming and Diving Coach
Michael Parnell, B.S., M.B.A., Interim Director of Athletics
Leonard Reich Jr., B.S.; Assistant to the Athletic Director for Communication
Ryan Riggs, B.A., M.A., Head Men's Wrestling Coach
Meghan Simons, B.A., M.S.; Head Softball Coach
Brian Stewart, B.A.; Head Men's Lacrosse Coach
Joshua Twiddy, B.A., M.S.; Assistant Men's Basketball Coach
Suzu Venet Pietz, B.S., M.S.; Senior Women's Administrator and Head Women's Basketball Coach

Library

Frank J. Bove, M.A., M.L.I.S.; Technical Services Librarian
Christine Cochran, B.A.; Part-time Circulation & Interlibrary Loan Coordinator
Amy Donovan, B.A.; Library Administrative Assistant
Amanda Dutter; Part-time Music Library Assistant
Kathy Kehner, B.S., M.S.; Part-time Circulation and Reserves Assistant
Gina Maida, B.A.; Circulation Manager
Abigail Noland, M.Div., M.L.S.; Systems Librarian
Carla Sarratt, M.L.S.; Director of Libraries
Leah Scott; Part-time Library Curriculum Center
Alan Zahorsky, B.S., M.L.I.S.; Reference/Instructional Librarian

Huston-Brumbaugh Nature Center

Cali Granger, B.S., M.S.; Nature Center Horticulture and Facilities Coordinator
Jamie Greiner, B.S., M.S.; Sustainability and Academic Outreach Manager
Michael Greiner, B.S.; Nature Center Site Manager
R. Chris Stanton, B.A., M.S., Ph.D.; Director of the Huston-Brumbaugh Nature Center
Bonita Twaddle; Community Outreach Coordinator
Lin Wu, B.S.; M.S.; Ph.D.; Assistant Director of the Huston-Brumbaugh Nature Center
Adam Zorn, B.S.; Nature Center Program Manager

Radio Station, WRMU-FM

Lynn Riggle, B.A., WRMU Coordinator and Co-Advisor Student Media

The Ralph and Mary Regula Center for Public Service and Community Engagement

Abigail Honaker Schroeder, B.A., M.P.A.; Director

Transfer and Readmission

Marci Muckleroy, B.A., M.Ed.; Director of Transfer and Readmission

Office of Advancement

Logan Aguiniga, B.A.; M.Ed.; Director of Planned Giving
Jessica Baum, B.A.; Advancement Officer
Logan Cooper, B.A.; Assistant Director of Mount Union Fund
Crystal Johnson, B.A.; Prospect Research
Gregory King, B.A., M.Ed.; Vice President for University Advancement & Interim Vice President for Enrollment Services
Patricia Kuhn, Executive Assistant to the Vice President for University Advancement
Donald Montgomery, B.A., M.S.; Director of Advancement
Annie Schultz, B.S., M.A.; Advancement Officer
Caitlin Shimp, B.S., M.Ed.; Director of The Mount Union Fund
Rebecca Walker, A.S.; B.A.; Data Specialist, Mount Union Fund

Alumni Engagement and University Activities

Audra Youngen, B.A., Director of Alumni Engagement and University Activities
Taralyn Pete; Administrative Assistant for Alumni Engagement and University Activities

Office of Business Affairs

Shawn Bagley, B.S., M.A.; Financial Analyst and Risk Manager
Michelle Baker Sams, A.A.S., B.A., C.P.A.(Inactive); Assistant Vice President and Controller
Debbie Foster; Cashier/Billing Representative
Ron Crowl, B.S., M.B.A.; Associate Vice President for Business Affairs and Chief Planning Officer
Patrick Heddleston, B.A.; Vice President for Business Affairs and Treasurer
Rebecca King, Accounts Payable Representative
Kara Martin-Ellsworth; Executive Assistant for Business Affairs
Lisa Miller; Student Accounts Representative
Rodney Peterson, A.C.E.; Part-time Coordinator of University Concessions
Danial Yard, B.A., M.B.A.; C.P.A., Assistant Controller
Renee Young, B.S.W.; Students Accounts Manager

Human Resources

Marci L. Craig, B.S., M.P.A, SPHR, SHRM-SCP; Director of Human Resources
Shelley Floor; Human Resources Specialist
Laura Good, B.A., M.S., SHRM-CP; Assistant Director of Human Resources and Employee Benefits Manager

Information Technology

Lisa Blake, Administrative Assistant
Jerry Brugh, B.A.; Manager of Media Services
John Burkey, B.S., M.B.A., M.A.; Administrative Systems and Identity Management Analyst
Anissa Citino, Helpdesk Technician
Christine Cook, B.S.; Technology Support and Training Analyst
Alec Cotton, B.S.; Network Infrastructure Analyst
Devon Doran, B.S.; Administrative Systems Analyst
Scott Ginder, B.S.; Network Systems Analyst
Nicholas Howley, B.S.; Helpdesk Coordinator
Margherita Kavulla, B.S.; Assistant Director of IT for Administrative Systems
Mark Kolenz, B.A., M.B.A.; Director of Information Technology for Operations
Diana Lozier, A.A.; Senior Network Systems Analyst
Catherine Royer; Administrative Systems Analyst
David R. Smith, B.A., M.S.; Director of Information Technology for Security
Tina M. Stuchell, A.C.P., B.S., M.A. Ph.D.; Executive Director of Information Technology & Chief Information Officer
Sandy Vild; Data and Business Analyst

Payroll

Dianna Barley, B.S.; Payroll Specialist
Andrew Boothe, B.A., M.B.A.; Manager Payroll and Compensation Analytics
Liana Yoder, Payroll Assistant

Physical Plant

Diana Bondoni; Senior Coordinator
Anson Gross; Grounds Supervisor
Tina Powers; Mail Center Coordinator
Regina Shellenberger; Housekeeping Supervisor
Lee Smith, B.A.; Director of Physical Plant
Scott Watson; Maintenance Supervisor

University Store

Deanna Arnold; Customer Service Representative
Patty Nutial; Assistant Manager, University Store
Aimee Schuller, B.A.; Manager of the University Store

Office of Enrollment Services

Gregory King, B.A., M.Ed.; Vice President for University Advancement and Interim Vice President for Enrollment Management

Office of Admission

Bridget England, B.A., M.Ed.; Admission Counselor
Matt Furgiuele, B.A., M.Ed.; Admissions Counselor
Christian Lopez, B.A.; Manzilla Diversity Intern
Savannah Morris, B.A.; Admission Counselor and Recruitment Communications Coordinator
Lori Peters; Application Process Coordinator
Carlos Robles, B.A., M.Ed.; Admission Counselor
Laurie Scarpitti, B.A.; Part-Time Admission Counselor
Linda Shirey, B.B.A., M.B.A.; Associate Director of Enrollment Operations
Randolph Smith, B.A., M.A.; Assistant Director of Admission
Akwia Tilton, B.A. Admission Counselor
Sara Washington; Application and Information Processor
Erin West, B.A.; Visit Coordinator
Taylor Williams, B.A., M.A.; Transfer Admission Counselor
Eric Young, B.S., M.Ed., Ph.D.; Director of Admission

Office of International Admission

Kimberly Hajec, B.S., M.P.A.; Director of International Admission

Student Financial Aid

Jennifer Chadwell; Financial Aid Representative
Kendra Mazzei; Financial Aid Assistant
Jamie Ruth; Financial Aid Assistant
Reagan Stull, B.A.; Assistant Director of Financial Aid
Kathleen Thomas, B.A.; Director of Student Financial Aid
Shawn Yocum, B.S.; Financial Aid Representative

Office of Marketing

Melissa Gardner, B.A., M.A.; Vice President for Marketing
Dominic Golembiewski, B.A., M.B.A.; Assistant Vice President for Marketing
Sara Powers, B.A., M.A.; Assistant Director of Academic Marketing
Lynn Riggle, B.A.; WRMU Coordinator and Box Office Manager
Kelby Smith, B.A.; Enrollment Marketing Manager
Ryan Smith, B.A., M.S.; Director of Academic Marketing
Angi Swonger; Executive Assistant to the Vice President for Marketing

Office of Student Affairs

Tara Canestraro, A.S.; Executive Assistant Student Affairs/ Dean of Students
John Frazier, B.A., M.A.Ed.; Vice President for Student Affairs and Dean of Students
Michelle Gaffney, B.A., B.S., M.A.Ed.; Associate Dean of Students and Title IX Co-Coordinator
Teresa Latham, A.S.; Student Affairs Coordinator

Alcohol, Drug and Wellness Education

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

Campus Safety and Security

Donald Cook; Security Officer
Corey Davis; Security Officer
John Hawk, A.S.; Security Officer

William Ketjen III, B.S., M.S.; Director of Campus Safety and Security
Michael Perkins; Security Officer
Savannah Perkins, A.S., B.S.; Security Officer
Corey Prendergast; Security Officer
Jeremy Secrest; Security Officer
David Schmid; Sergeant
Jeff Beverly; Security Officer
Adam Peacock, A.S.; Security Officer
Evan Petkash, B.S.; Security Officer

Chaplain

Stephen Dages, B.S.; Interim University Chaplain

Counseling Services

Francine Packard, Ph.D., LPCC-S, LICDC-CS; Director of Counseling Services
Timothy Campbell, M.S.Ed., LPCC.; University Counselor
Melissa Johnson, M.S.Ed. LPC; University Counselor
Shaunquelle Sapp M.S.Ed., LPC; University Counselor
Sarah Marek B.A., C.T.; Counseling Intern
Madison Sprang B.A., C.T.; Counseling Intern

Diversity and Inclusion

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

Esports

Derek Spinell, B.A.; Director of Esports and Head Coach

Student Health Center

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

Recreation and Wellness

Matthew Parnell, B.A., M.S.; Director of Recreation and Wellness
Donna Kinnard, Part-Time MAAC Receptionist
Amy Malysa, Part-Time MAAC Receptionist
Joe Chmura, Recreation Intramural Coordinator

Residence Life

Brittany Coy, B.A., M.Ed.; Assistant Director of Residence Life
Andrei Iacob, B.S.; Resident Director
Ashley Johnson, B.S.; Resident Director
Grayson McKeown, B.A., M.A.; Resident Director and Graduate Assistant for Residence Life
Anna Ressel, B.S.; Resident Director
Sara Sherer, B.A., M.Ed.; Director of Residence Life
Sutton Stacey, B.S.E., M.S.; Resident Director
Casey Tonn, B.A.; Resident Director

Spirit Squad

Jill Grove, B.S.; Spirit Squad Advisor
Brandy Vandegrift, B.S.; Dance Team Coach
Ryley Snyder, B.A.; Cheer Coach

Student Conduct

Patience Bartunek, B.A., M.Ed.; Director of Student Conduct

Student Involvement and Leadership

Katherine Carnell, B.A., M.A.Ed., Ph.D.; Director of Student Involvement and Leadership
Sutton Stacey, B.A., M. Ed.; Graduate Assistant for Student Involvement and Leadership
Casey Tonn, B.A.; Graduate Assistant for Student Involvement and Leadership



The Graduate Faculty

UNIVERSITY OF
MOUNT UNION

The Graduate Faculty

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

Master of Business Administration

E. Anne Christo-Baker

(2018) Professor and Director of the School of Business; B.S., University of Sierra Leone; M.O.D., Bowling Green State University '98; Ed.D., Bowling Green State University '04.

Xiaoshu Han

(2007) Associate Professor of Economics; B.A., Beijing Foreign Studies University '99; M.A., State University of New York at Binghamton '02; M.S., University of Texas-Austin '04; Ph.D., University of Texas-Austin '07.

Amber Hunt

(2016) Assistant Professor of Finance; B.A., Mount Union College '03; M.B.A., Ashland University '08; Ph.D., University of Akron '14.

Holly Lucas

(2015) Instructor of Business; B.S., Indiana University '02; J.D., Capital University '06.

Francis Schortgen

(2008) Professor of Political Science and International Studies and Business; B.A., Miami University '97; M.A., University of San Francisco '99; M.B.A., National University of Singapore '02; Ph.D., Miami University '08.

Wendy Ziems-Mueller

(2021) Associate Professor and Director of the Master of Business Administration Program; B.A., Heidelberg University '00; M.B.A., Heidelberg University '02; M.Ed., Tiffin University '18; D.M., University of Phoenix '11.

Master of Education

Melissa Askren Edgehouse

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

Jeremy Brueck

(2019) Assistant Professor of Education; B.S., University of Akron '01; M.A., University of Akron '07; Ph.D., University of Akron '14.

Mandy Capel

(2007) Professor of Education; B.A., Mount Union College, '98; M.A., Marygrove College '01; Ph.D., Kent State University, '08.

Mary Beth Henning

(2019) Professor of Education; B.A., College of Wooster '94; M.S., University of Toledo '97; Ph.D., Pennsylvania State University '02.

Jennifer Hollinger

(2018) Assistant Professor of Education and Assistant Director of the School of Education; B.A., Cedarville University '02; M.Ed., University of Cincinnati '07; M.S., Western Governors University '18, Ed.D., Youngstown State University '18.

Bruce A. Pietz

(2010) Associate Professor of Education; A.A., Minnesota State University '95; B.S., Minnesota State University '00; M.A., Minnesota State University '04; Ed.D., St. Mary's University of Minnesota '12.

Master of Science in Physician Assistant Studies

Kelly Dallas

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

Dana Domer

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

Betsy Ekey

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

Allison Greene

(2021) Assistant Professor of Physician Assistant Studies; B.S. Saint Mary's College '08; M.S. Marietta College '10.

Wendy Kissinger

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

Jessica Klaus

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

Roger W. Kunes

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

Vanessa Worley

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

Doctor of Physical Therapy

Kanika Bansal

(2022) Assistant Professor of Physical Therapy; B.S.P.T., Lokmanya Tilak Municipal Medical College '14; M.P.T., School of Allied Health Sciences, Manipal University '16; Ph.D., University of Florida, Gainesville '21.

Mark J. Carroll

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

Sheryl L. Holt

(2020) Director of the Physical Therapy Program; Associate Professor of Physical Therapy; B.S.P.T., Georgia State University '78; M.S., The Ohio State University '99; Ph.D., University of Kentucky '16.

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

Lisa Koniowsky

(2021) Clinical Assistant Professor of Physical Therapy; BS, Youngstown State'00, MPT, Youngstown State, '03, DPT, AT Still University, '19.

Megan Salvatore

(2019) Associate Professor of Physical Therapy; B.S., Wheeling Jesuit University '98; M.S., Wheeling Jesuit University '01; D.P.T., Wheeling Jesuit University '06.

Jennifer Sensor

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

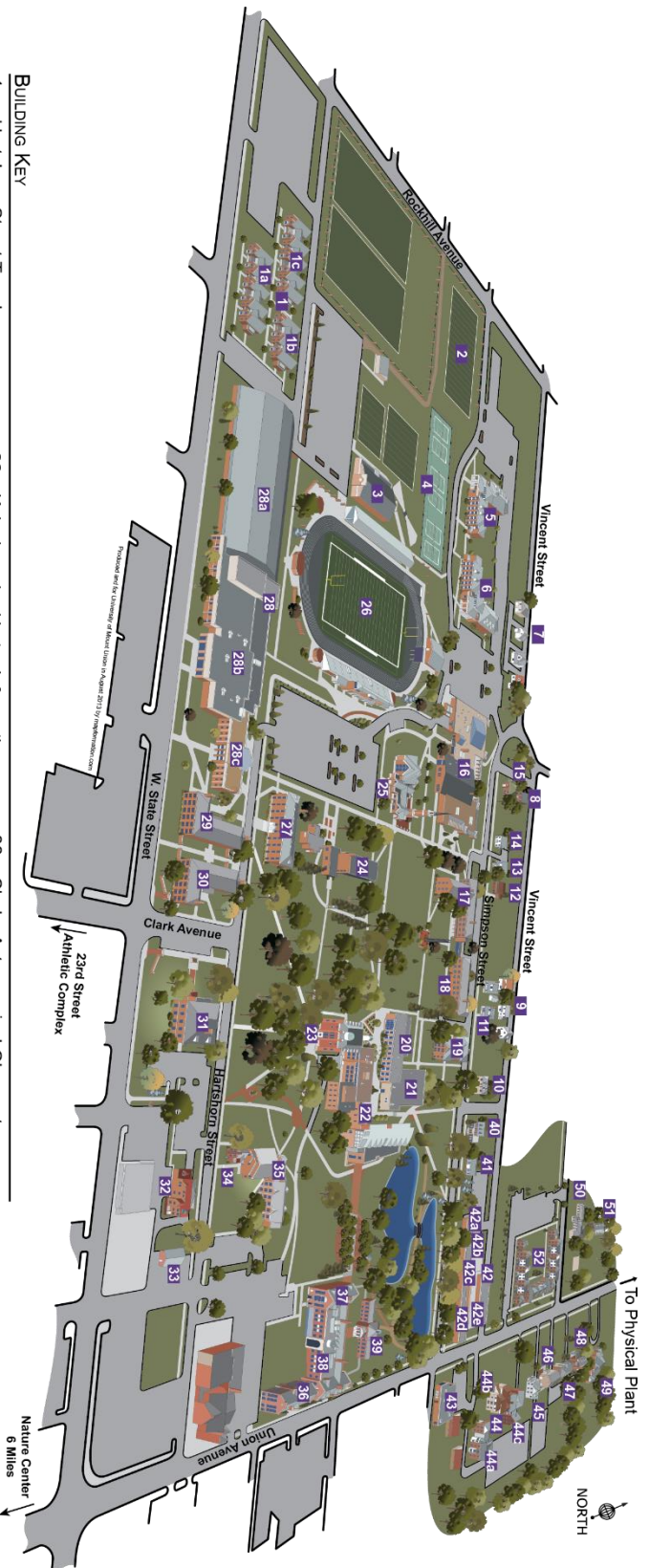
Amanda Waltz

(2019) Director of Clinical Education; Assistant Professor of Physical Therapy; B.S., Walsh University'07, DPT Walsh University '11.



Campus Map

UNIVERSITY OF
MOUNT UNION



BUILDING KEY

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



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