

University of Providence
*2018-2019 Graduate Catalog**



**The official catalog of the University of Providence is maintained online at www.uprovidence.edu.*

General Information

The following statements that represent the identity of the University may be found in the Undergraduate section of the Catalog found above. You are encouraged to read and reflect upon these statements as you plan and complete your education:

- Mission Statement
- Catholic University Identity Statement
- The Providence St. Joseph Health Mission, Core Values
- The University of Providence Student Creed

Accreditation and Affiliations

The University of Providence is a private, Catholic university incorporated under the laws of the State of Montana. The University has been empowered to grant diplomas, confer academic honors, and collegiate degrees since 1932. The University is sponsored by the Sisters of Providence (Providence St. Joseph Health) and operates within the jurisdiction of the Catholic bishop of Great Falls-Billings.

The Northwest Commission on Colleges and Universities, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the United States Department of Education, accredits the University of Providence.

Certification and Licensure

The University of Providence offers programs that enable graduates to apply for and gain state or national certification or licensure in their chosen professional field. The Master of Science in Counseling prepares the program graduate to apply for licensure as a Licensed Professional Counselor by the Montana Board of Social Work Examiners and Professional Counselors.

Degree Program Contact Information

Master of Science in Accounting Prof. Tami Park	406-791-5343	Tami.Park@uprovidence.edu
Master of Science in Counseling Dr. Sylvia Lindinger-Sternart	406-791-5353	sylvia.lindingersternart@uprovidence.edu
Master of Science in Infection Prevention & Epidemiology Master of Science in Nursing Education Dr. Victoria Hays	406-791-5294	victoria.hays@uprovidence.edu
Master of Science in Organization Leadership, Criminal Justice Prof. Gail Belfert	406-791-5338	Gail.Belfert@uprovidence.edu
Master of Science in Organization Leadership, Management Dr. Katrina Stark	406-791-5332	Katrina.Stark@uprovidence.edu
Master of Healthcare Administration Dr. Frankie Lyons	406-791-5957	frankie.lyons@uprovidence.edu

GRADUATE FACULTY AND PROGRAM CONTACTS

Dr. Gail A. Belfert (2010)

Assistant Professor of Criminal Justice

B.A. Rutgers College

J.D. Antioch Law School

Program Coordinator: MSL-CRJ

Dr. Victoria Hays (2013)

Dean, Nursing and Clinical Programs

B.A. Cal State University

B.S.N, M.N. Washington State University

D.N.P. Oregon Health & Science University

Program Coordinator: MSI and MSN

Mr. Michael H. Low (1975)

Associate Professor of Sociology

B.A., M.A. Washington State University

Dr. Frankie Lyons (2018)

B.S. University of North Carolina at Chapel Hill

M.H.A. University of North Carolina at Charlotte

Ed.D. North Carolina State University

Program Coordinator: MHA

Dr. Lyndon C. Marshall (1984)

Professor of Computer Science

B.S. College of Great Falls

M.B.A. University of Montana, Missoula

C.D.P. Certified Data Processor

C.S.P. Certified Systems Professional

Ed.D. Montana State University, Bozeman

Ms. Tami Park, CPA (2007)

Assistant Professor of Accounting

B.S. University of Great Falls

M.S.M. University of Great Falls

Program Coordinator: MSA

Dr. Katrina Stark (2008)

Associate Professor of Business

B.A. Scripps College

M.S. Troy University

D.M. University of Phoenix

Program Coordinator: MSL-MGT

Dr. Sylvia Lindinger-Sternart (2015)

Assistant Professor of Psychology/Counseling

B.S., M.S. University of Salzburg

M.S., Bowling Green State University

Ph.D., University of Toledo

Program Coordinator: MSC

Dr. Jared Roberts (2016)

Assistant Professor of Counseling

B.S. Brigham Young University

M.S. Idaho State University

Ph.D. George Washington University

Graduate Studies Mission

The University provides qualified applicants the opportunity to pursue graduate degrees with the common goal to afford opportunities for ethics-based professional preparation in a variety of human endeavors. Graduate programs bring together faculty and students as a community of scholars with a common interest in creative work and advanced study.

It is the mission of Graduate Studies to prepare reflective practitioners. The graduate programs all involve learning and mastering the skills of reflective scholarship as the ability to understand and to reflect on the major theoretical and empirical data in a field of study. Reflective learning is the ability to act while reflecting on one's own ideas, analyses, values, personal and organizational interests, and the interests of others; and reflective practice as the ability to apply skills and perspectives in life, to reflect on the appropriateness of practices and to practice self-efficacy in application, both reflection-on-action and reflection-in-action of professional activities.

The goal of graduate education is to instill in the students an understanding of and capacity for scholarship, independent judgment, academic rigor, and intellectual honesty. It is the responsibility of faculty and students to work together in partnership to encourage freedom of inquiry demonstrate personal and professional integrity, and foster mutual respect.

Core Learning Outcomes are integrated within each degree plan:

Reflective Scholarship:

To understand the major theoretical perspectives in their field of study.

Reflective Learning:

To apply major theoretical perspectives in their field of study to real-life cases and to reflect on these applications.

Reflective Practice:

To reflect and act on one's own ideas, analyses, values, and personal and organizational interests in relation to one's field of study.

Programs

Quality graduate education depends upon the professional and ethical conduct of all parties. The graduate faculty and graduate students have mutual responsibilities in the maintenance of academic standards and the creation of a high quality graduate program. Graduate students have made a career choice and are viewed as members of a profession that has obligations to our human community.

The Division Chair and the Graduate Council oversee the graduate programs. The Graduate Council is comprised of faculty members who share responsibility for standards of admission, retention, graduation requirements, graduate degree curricular matters, approval of new graduate programs, and all other matters of educational policy pertaining to graduate programs. Policy recommendations of the Council are forwarded to the Vice President for Academic Affairs for University review and action. Course work is offered for the following programs:

Master of Healthcare Administration (MHA)

Master of Science in Accounting (MSA)

Master of Science in Counseling (MSC)

Master of Science in Infection Prevention & Epidemiology (MSI)

Master of Science in Nursing Education (MSN)
Master of Science in Organization Leadership (MSL)
* Criminal Justice (CRJ)
* Management (MGT)

Each of these degree plans has a unique curriculum that is described in this catalog. Students will find a listing of the prescribed courses that must be successfully completed for the award of a degree. Prospective students should carefully read the course descriptions required in the degree program to determine whether the program in which they have an interest will fulfill their expectations and career goals. Students should familiarize themselves with all aspects of pursuing a graduate degree. Faculty members are available to assist in curricular planning.

Failing to read and understand degree requirements is not a defense for non-completion of any portion of a degree program. Program planning guides are available from the Admissions Office, the Registrar's Office, or electronically on the University website.

Graduate Admission

Graduate admission applications should be submitted at least six weeks before the beginning of the term in which the student intends to begin study. Refer to the University website for program admission deadlines.

The Admissions Office only reviews completed application files and reserves the right to request additional information from any applicant.

The University of Providence, mindful of its mission to be a witness to the love of Christ for all, admits students of any age, race, color, disability, national or ethnic origin, religion, sexual orientation, gender, citizenship status, status as a veteran, or any other characteristic that is protected by applicable state or federal law to all rights, privileges, program and activities generally accorded or made available to students at the University.

Procedure for Application to Graduate Studies

1. Complete and submit a graduate application for admission and \$50 application fee to Admissions Office. Applications can be submitted electronically at www.uprovidence.edu. Paper applications and accompanying payment can be submitted to:

University of Providence
1301 20th Street South
Great Falls, Montana, 59405
(406)791-5200
1-800-856-9544

For assistance with the application, email: enroll@uprovidence.edu.

2. Applicants must possess a minimum 3.0 cumulative undergraduate GPA and undergraduate degree from an accredited college or university. If a student doesn't have an undergraduate GPA or if it is below a 3.0, at the discretion of the program coordinator, the student may complete the GRE® exam with scores of 150 verbal, 149 quantitative for admission.
3. Submit immunization records to the Admissions Office – Proof of 2 (two) immunizations for Measles AND 1 (one) immunization for Rubella.

Exclusions: immunization records are not required if: birth date is before January 1, 1957 or taking an online program (no face-to-face classes).

4. Request that each college or university attended send an official transcript directly to the Admissions Office. Proof of an earned Bachelor's degree is required for admission.
5. All graduate candidates must complete the additional program application requirements below.

Additional Graduate Program Admission Requirements

Several programs have additional requirements for admissions, listed below:

Master of Science in Organizational Leadership, ALL CONCENTRATIONS

Master of Healthcare Administration

- *Submit a resume/CV to the Admissions Office
- *Submit a personal statement as required within the graduate application for admission

Master of Science in Organizational Leadership, Criminal Justice Concentration

- *Three letters of recommendation from persons who know your academic/professional qualifications will be required to complete reference forms and must be sent directly to the Admissions Office.

Master of Science in Counseling (MSC)

*If MSC program applicants cannot achieve GRE® scores outlined in 2 above, the coordinator of the MSC program may admit an applicant on a probationary status for the first three required courses in the MSC program. If the student does not achieve a grade of B or higher in these three courses, the student will be dismissed from the MSC program.

*Statement of Purpose, which addresses:

- a) Applicant's professional interest in graduate counseling studies in relation to the applicant's desire to become a counselor. This should include why the UP MSC program is suitable for the applicant.
- b) Assessment of applicant's personal and professional strengths and experiences, which would contribute to success in gaining a graduate counseling degree.

*Three letters of recommendation from persons who know your academic/professional qualifications will be required to complete reference forms and must be sent directly to the Admissions Office.

*Submit a separate one-page personal statement explaining how this degree program will benefit you personally and professionally. (Standard size 8 1/2 x 11 page).

After the application file is complete, the MSC faculty will interview the applicant. The purpose of the interview is to provide another source of information regarding the applicant's appropriateness for training as a counselor. Based on the information gained from the admission materials and interview, the MSC faculty will recommend admission to the program or denial of the application.

All candidates for the Master of Science in Counseling program should be aware that a criminal background check may be required for placement in the clinical practicum. In addition, licensure or certification requirements vary greatly from state to state. It is the responsibility of the applicant to determine prior to applying whether or not he/she is eligible for licensure in a given state. That can be accomplished by contacting the appropriate state licensing agency or program representative.

Admission Deadlines

The University accepts applications at any time for all graduate programs; however, all applicants should apply at least six weeks prior to the first day of classes for the term in which they intend to enroll. All required documents

must be submitted before a student can be fully admitted. Contact the Admissions Office for an admission packet and additional admission information. Financial aid cannot be granted until a student has been fully admitted.

Non-Degree Admission

Non-degree admission status is for those students who are not seeking a degree at the University. This status allows a student to enroll in classes for such non-academic reasons as personal enrichment or job enhancement. A maximum of 6 semester credits earned in non-degree status may be applied to curriculum course requirements in a degree seeking status. Non-degree seeking students must submit the following:

1. A completed Application for Admission
2. A non-refundable, one-time application fee; and
3. Transcripts

Those students who enter the Graduate program as non-degree seeking and wish to become degree seeking must meet the graduate entrance requirements (undergraduate 3.0 GPA or GRE® scores of 150 verbal, 149 quantitative) and are not guaranteed admittance into the program. Credits applied as non-degree seeking students are applied to the applicable program.

Re-Admission

A student in good standing, returning after an absence of at least one semester, excluding summer term, must submit a new graduate application for admission. The application fee will be assessed for each application submitted; however, no additional supporting documentation will be required. A student who has attended any other school in the interim period must provide official transcripts from all colleges and/or universities attended. Students must have completed at least 50% of their coursework to be eligible for re-admission under the catalog in effect when they initially entered the program.

Note: Health programs graduate courses are sequenced and must be completed in a specific order. Re-admits into these programs must enter back into the program when the next course in the sequence is available.

Admission of International Graduate Students

The University will consider applications from qualified international students. International students must submit the following documents in addition to the standard Admissions requirements to be considered for admission:

1. A financial statement completed by the student, the financial sponsor, and the student's financial institution certifying the availability of adequate funding in U.S. dollars for the first year of education.
2. Official certified copies, in English, of certificates, diplomas, degrees, and course transcripts from all schools through the highest level of education achieved.
3. An official credential evaluation report from a credential evaluation service that is a member of the National Association of Credential Evaluation Services or from InCred through the NAIA.
4. International students whose native or original language is not English are required to submit official results of the Test of English as a Foreign Language (TOEFL) exam. The minimum score accepted is 500 written 173 computer or 80 on the web-based exam. Requests for information about TOEFL may be directed to TOEFL, Education Testing Service, P.O. Box 899, Princeton, NJ 08540, or to your local education authorities.
5. Evidence of adequate medical insurance.
6. An international student medical information form, which must be completed and signed by a physician following an examination taken within the past 90 days.
7. A color copy of a valid passport or birth certificate.

All documents must be received in the Office of Admissions by June 1 for fall semester admission. All

documents must be received by November 1 for spring semester admission.

School of Health Professions Admission Policies

The Admissions Office hours are from 8:00 A.M. to 5:00 P.M., Monday through Friday. The mailing address for the Admissions Office is University of Providence, 1301 20th Street South, Great Falls, MT 59405. The telephone number for the School of Health Professions is (800) 856-9544. The FAX number is 425-525-3271. The e-mail contacts are healthprograms@uprovidence.edu (certificate and associate degrees), nursing@uprovidence.edu (undergraduate nursing programs), and gradhealthprograms@uprovidence.edu (graduate programs).

Deadlines

Each program within the School of Health Professions has a specific application deadlines for applications. Please refer to the University webpage for deadlines specific to each program application period. Many programs require a non-refundable deposit for program acceptance.

Applicants with Criminal Backgrounds

The University of Providence is committed to ensuring that students have the ability to benefit from the education received at the University. Certain affiliates associated with the University require that students placed in their facility for clinical/internship/field placement experiences clear a criminal background check prior to placement. Students whose background check reveals a criminal history may be prevented access to the site, and as a result, the student may not have sufficient clinical or field experience to successfully complete the program. Additionally, licensing boards may deny the individual the opportunity to sit for an examination if an applicant has a criminal history.

Falsification or Omission of Relevant Information in the Application Process

Falsification or omission of relevant information during any application process to the University may result in a student being denied admission, or having their offer of admission revoked. Falsification or omission of relevant information during the application process may also result in a previously admitted student to be thereafter disciplined, or suspended, or dismissed, or expelled from the University. Offers of admission to the University are contingent upon the receipt of the applicant's official final high school, and/or college transcripts, and/or any information that is required from a transferring institution. Following their acceptance to the University, students are responsible for updating the University with all relevant information pertaining to any eligibility requirements or standards. Failure to provide updates of any relevant information pertaining to any eligibility requirements or standards may result in a student being disciplined, or suspended, or dismissed, or expelled from the University.

Financial Aid

See Financial Aid information posted in the above section of this catalog. Information on financial aid that is different at the graduate level, is found below.

Credit Load

Students who enroll in fewer than 6 credits per term are considered to be part-time students. Completion of all degree requirements, except MSC (60 credit hours), may be accomplished in two calendar years of full-time enrollment. Two courses per term, including summers, enables the candidate to complete a graduate program in three years. Primary responsibility for progress through program requirements rests with the individual student. Graduate faculty members provide guidance; however, progress depends on the student's own initiative.

Weekend and Evening Schedule

For candidates who work Monday through Friday and/or who must commute long distances, the graduate program schedules classes on weekends and on weekday evenings. All graduate programs are available by distance learning. Refer to the current course schedule for details.

Disbursement of Funds

Funds are disbursed at the beginning of each semester after registration has been finalized, normally the 11th class day. Grants, scholarships, and student loans will be credited towards tuition and fees first. Any remaining balance after tuition and fees are paid will be refunded to the student for other educational expenses. Excess university institutional funds will not be calculated into a student refund. Wages earned in the student work program will be paid on a bi-weekly basis.

Fair Notice

The University reserves the right to revise any financial aid award. Modification of awards may be required due to lack of federal, corrections or changes in the data reported to the University by parents and/or students, receipt of additional awards from non-college sources, unintended error, student changes in credit load, change in residence, or other reasons consistent with federal law or University policies and procedures. Policies regarding financial aid are subject to change without advance notice if required by federal law, University policy, or the Financial Aid Office.

Veterans as Graduate Students

The University is approved for veterans under PL 358, and for students under the War Orphans Assistance Act, PL 634, and the Vocational Rehabilitation Bill, PL 894, and PL 815. Inquiries about the educational benefits for veterans attending the University should be addressed to the VA Coordinator/school certifying official. Veterans must inform the Financial Aid Office if they wish to be "certified" for VA benefits before the beginning of the term; they must also inform the Financial Aid Office if they drop or add any credits during the term.

Veterans are advised to check with the Veterans Affairs Coordinator in the Financial Aid Office, located in Argo Central, 45-60 days before registering.

Satisfactory Academic Progress

The University of Providence requires that all students maintain Satisfactory Academic Progress (SAP) toward a degree to maintain eligibility for financial aid. Satisfactory Academic Progress is defined as

- The maintenance of a cumulative Grade Point Average (GPA) at the University of 3.0 or better.
- Satisfactory completion of at least 66% of credits attempted and;
All students are expected to complete their degree objective within the standard described below:
- For an MSC degree a maximum of 90 credit hours attempted including transfer work.
- For all other degrees, a maximum of 54 credit hours attempted including transfer work.

Satisfactory Academic Progress is reviewed at the end of each semester. Students who fail to maintain Satisfactory Academic Progress will be placed on Financial Aid Warning for the next semester enrolled. Students on warning may receive financial aid; however, they must meet the conditions of warning. Students who fail to meet these conditions will be suspended from further financial aid eligibility at the University of Providence.

Suspensions may be appealed to the Financial Aid Office. Generally, appeals will be granted for extraordinary circumstances beyond the student's ability to control such as illness or death of an immediate family member or personal injury or illness. As a minimum, the appeal must include the following:

- A statement, plus documentation as appropriate, explaining the circumstances that have led to failure to meet the established SAP standards.
- A statement as to how the student will again conform with SAP standards.

Information about the appeal process can be found under the Academic Related Appeals process section in the above. Students may regain eligibility for financial aid by re-establishing their GPA and completion ratios using their own resources.

Academic Policy and Procedure

See Academic Policy and Procedure information posted in the above section of this catalog. Unique policy and procedure information that applies to Graduate Studies differently, is listed below.

Catalog Governing Graduation

As long as a student remains in continuous enrollment, he or she may graduate by meeting the requirements of the catalog that was in effect at the first term of enrollment in the University. Continuous enrollment is defined as successful completion of at least three credits per semester at UP, fall, and spring. Summer semester is not required under the Continuous Enrollment policy. If enrollment is not continuous, a student is bound by the requirements of the current catalog.

Program Advisor

Upon admission into Graduate Studies, the student is assigned an Advisor who will assist in the planning of the student's program of study. Students are encouraged to meet periodically with their Advisor. The student and Advisor should review graduate student progress annually. Students may petition to change Advisors by submitting a request for change to the Registrar's Office.

Annual Review

The Advisor of Record will do the Annual Review and include the following indicators as appropriate:

- Review of progress toward degree completion using program planner as a guide;
- Areas in which student is meeting or exceeding expectations;
- Areas in which student needs improvement;
- Plans for internship and practicum;
- Evaluation of internship experience;
- Reflection on student goals and program choice;
- Update on job search and/or notification of job placement;
- Review of licensure or certification requirements; and
- Reflection on further education aspirations.

Credit Aging

As long as a student remains in continuous enrollment, he or she may graduate by meeting the requirements of the catalog that was in effect at the time of entrance to the University. Continuous enrollment is defined as successful completion of at least three credits per semester at the University of Providence, fall, and spring. Summer semester is not required under the Continuous Enrollment Policy. If enrollment is not continuous, a student is bound by the requirements of the current catalog. No graduate credit, from either the University of Providence or a transfer university, older than 6 years at the time of graduation, may be used to fulfill graduate degree requirements.

Dismissal and Suspension

If a student is on academic probation, the applicable Division Chair will terminate the degree or non-degree status if the student's semester GPA falls below 3.0 in a subsequent semester. When the particular circumstances are deemed to justify continuation, and upon recommendation of the Coordinator of the appropriate academic program and concurrence of the applicable Division Chair, a student on probation whose semester GPA is below 3.0 may be allowed to continue on a semester-by-semester basis.

Dismissal of a graduate student from a program is accomplished by written notice to the student from the Registrar's Office. Registration for courses in a program from which a student has been dismissed will not be permitted, except by written recommendation from the Program Coordinator to the Division Chair, who will evaluate the student's record to determine whether the student is eligible to continue enrollment and in what status.

Appeal Process

An Academic Suspension may be appealed, however, it must be done by the deadline noted on the Academic Calendar each semester. To appeal a suspension, the student is required to prepare a clearly written statement describing the circumstances leading to suspension and the student's plan for success in future semesters. Documentation to support the appeal, such as a letter from a physician, obituary notice, etc. must accompany the written statement. The appeal will be reviewed by the Appeals Committee. The student will be notified in writing of the committee's decision. The decision of the committee is final.

Procedure to Appeal Academic Standing

To appeal the suspension, you are required to submit:

1. Academic Suspension Appeal Form;
2. A clearly written personal statement describing the circumstances leading to suspension;
3. A clearly written plan for success in future semesters; and
4. Any documentation to support the circumstances leading to suspension (e.g. physician's notes, obituary notice, etc.)

The appeal should be submitted electronically to appeals@uprovidence.edu by the deadline noted on the Academic Calendar each semester.

Experiential Learning

According to the Northwest Commission on Colleges and Universities accreditation guidelines, graduate credit may not be granted for experiential learning. However, the instructor may permit students to utilize non-colle-

graduate learning, work knowledge and skills, community service, and professional achievements to support course outcomes.

License to Practice: State, Regional or National

The student is advised that they are responsible for becoming informed about and completion of all requirements to apply for a professional license to practice. The student must keep accurate records including approval to enroll in courses, practica, internship, projects, and/or thesis.

Qualified Continuation

A cumulative grade point average (GPA) of no lower than 3.0 is required on all graduate coursework to remain in good standing and to receive any degree. Upon completion of nine hours of graduate coursework, a graduate student will be placed on academic probation when his/her cumulative GPA falls below 3.0. A student will be allowed to continue graduate study in subsequent semesters if each semester's grade point average is 3.0 or greater. Upon achieving a cumulative GPA of 3.0, the student will be removed from probationary status.

Repeated Courses

Students may repeat any Graduate level course. However, individual courses may be repeated only once. Federal Student Aid regulations govern a student's ability to repeat coursework. Students may repeat a course as many times as needed until the course is passed and receive Title IV funding. However, once a student has earned credit in a course (grade of 'D' or higher), they may receive funding to repeat the course only once. This even applies to students who are required to achieve a minimum grade as indicated by their major.

This does not include courses that are designated as repeatable (i.e. Internships, Special Topics courses, Practicums, etc).

Special Topics

Special Topics is an opportunity for a faculty member or invited distinguished scholar to prepare and present a course on a professional topic. The course may be organized similar to a regular course or with a non-traditional format that best supports the course outcomes. Special topics courses may be used to meet degree requirements if so approved by the Program Coordinator and are usually listed under 592 or 692 course numbers.

Thesis

A student may decide to complete a master's degree thesis to prepare for further study or as fulfillment of a degree plan encompassing a research component. The student and Advisor will design a thesis plan to be submitted to the applicable Division Chair and Graduate Council for adoption.

Transfer Credit

Upon admission to degree candidacy, a student may submit up to six (6) semester credits (12 credits in MSC) of appropriate graduate coursework with grades of "B" (3.0) or better from other accredited graduate schools to satisfy the degree requirements. The Program Coordinator, upon the advice of the Faculty Advisor, may accept transfer credits from an official transcript reflecting those credits. Acceptability of transfer credit rests on its relevance to the course of study being pursued and on the date of the instruction. Coursework older than six (6) years at the time of graduation may not be submitted for transfer credit. Students may petition to transfer three (3) additional credits if degree completion within six years is interrupted by military commitments.

Challenging Coursework

Graduate students do not have the option of challenging (testing out of) graduate coursework. Coursework may be waived with the substitution of another course. Students must work with their advisor and instructor-of-record to complete course and degree requirements. Students must have the consent of the Advisor, Program Coordinator and the applicable Division Chair.

Auditing Graduate Courses

Audit status is for those students who do not want or need to receive credit for a course. Any student enrolling exclusively as an auditor will be assigned a non-degree status. Approval for auditing a course must be arranged in advance with the class instructor and the applicable Division Chair. All class fees will be assessed if the auditor is accepted into an activity or laboratory class where fees are appropriate. After the term's normal deadline for adding a course, students may not convert the enrollment in a class from audit to credit or from credit to audit.

Audit admission requirements are:

1. A completed application for admission form, and
2. A non-refundable, one-time application fee.
3. Payment of the audit fee (one-half the regular tuition) and all associated fees.

Enrollment in Graduate Courses by Undergraduate Students

Students applying for Graduate courses must already have a 4 year degree. Students with at least a senior standing as an undergraduate may enroll in up to 6 credits of graduate courses as a non-degree seeking student with permission of the graduate program coordinator.

Codes of Professional Conduct

See Codes of Professional Conduct information posted in the above section of this catalog. Unique information that applies to Graduate Studies differently, is listed below.

All students who enter the graduate program at the University of Providence must understand that professional, ethical, and mature behavior is expected of each student at all times. Every student must conduct himself or herself with maturity and professionalism. It is expected that students will:

1. Maintain a high standard of professionalism in graduate classes
2. Act in a professional manner at all internship placements and experiential learning classes
3. Comply with the professional ethics code of their chosen profession and
4. Do their own work and properly credit all sources.

An alleged violation of the Code of Professional Conduct shall be promptly reported to the applicable Division Chair or another graduate faculty member. If an alleged violation occurs within a course, the instructor is supported in addressing the resolution of a violation within the scope of the course syllabus. Should the instructor believe the violation, wholly or in part, is beyond the parameters of the course, a referral may be made either to the degree Program Coordinator or to the applicable Division Chair.

The complainant shall file a written complaint setting out the name of the alleged violator, date and time of the alleged violation, and facts outlining the alleged violation. The complainant must sign the complaint. The applicable Division Chair will review the complaint and may conduct an investigation of the reported violations. If the applicable Division Chair finds sufficient grounds for an alleged violation, the accused student will have a choice of an administrative hearing before the applicable Division Chair or a Hearing Committee composed of two full-time graduate faculty members. The process and all procedures will comply with the Code of Student Conduct found in the Student Handbook.

If the Hearing Committee determines the complaint is factually accurate, they may recommend any, or a combination of any, of the following:

- a. failure or incomplete be awarded in the course in which the violation occurred;
- b. require replacement, repair, or payment for any property defaced;

- c. an oral reprimand;
- d. a written reprimand, to be placed either permanently or temporarily in the student's official file;
- e. placement of the student on disciplinary probation for one or more semesters;
- f. suspension from Graduate Studies for one or more semesters;
- g. permanent expulsion.

An appeal of failure to abide by due process may be made to the applicable Division Chair.

For a complete list of student rights and responsibilities, please refer to the Code of Academic Conduct.

Master's Degree Requirements

To earn a master's degree from the University of Providence, a student must

1. Complete a minimum of 30 or 60 credits, depending on program of study.
2. Maintain a cumulative University of Providence grade point average of 3.00 or higher.
3. Complete the master's degree core, concentration, and elective curriculum.
4. Complete thirty of the last thirty-six, or forty-eight of the last sixty, semester hours of coursework at the University of Providence.
5. Apply for graduation in accordance with the prescribed deadlines.
6. Comply with all University policies, rules, and regulations.
7. Pay all indebtedness to the University.

Each of these degree plans has a unique curriculum that is described in this catalog. Students will find a listing of the prescribed courses that must be successfully completed for the award of a degree. All graduates will have successfully completed an Application for Advanced Candidacy, and complete a thesis, internship or integrative project that serves as a capstone experience. All programs have several components in common, though with foci pertinent to the course of study: research methods, ethics, personnel planning, and diversity.

Master of Healthcare Administration

Program Coordinator: Frankie Lyons, Ph.D.

A graduate of the UP program will be a transformational leader in healthcare. Transformational leaders are critical thinkers who are able to operationalize innovative change projects, lead and inspire others, and are guided by legal and ethical principles. This leader is able to strategically leverage systems and informatics to optimize quality outcomes, improve operations, and create healthy person-centered environments.

The curriculum provides opportunities for students to prepare for a career in healthcare administration or to enhance their current career in this field. The following program themes are woven throughout the curriculum:

- Communication and listening
- Informatics and information technology
- Ethical and transformational leadership
- Critical thinking
- Complex systems, strategic planning and financial proficiency
- Practice competency

Graduates in the MHA degree program demonstrate the following program learning outcomes:

1. Apply systems and leadership theories to affect change to meet strategic goals.
2. Integrate leadership attributes and apply ethical, compassionate, cultural, regulatory, and legal factors in making leadership decisions.
3. Synthesize and apply effective communication strategies and skills within organizations to create healthy person-centered environments.
4. Demonstrate emotional intelligence, reflective personal growth and compassionate leadership when leading organizations.
5. Apply data collection methods, applications, sampling systems and informatics to improve decision-making and accountability.
6. Analyze data, evidence-based practice and financial systems to ensure quality and safety in processes.

The following healthcare administration courses are offered sequentially following the core curriculum with the exception of the internship and capstone courses, which are offered concurrent with concentration courses.

<u>Core Curriculum</u>			<u>Required Credits</u>
MSL	511	Organizational Leadership	3
MSL	514	Organizational Communication	3
MSL	518	Evidenced Based Practice	3
MSL	521	Organizational Finance	3
Total Core Curriculum credits required			12
<u>Healthcare Administration Focus</u>			
MHA	502	Healthcare Systems	3
MHA	505	Healthcare Informatics & Data Management	3
MHA	525	Transformational Leadership	3
MHA	535	Healthcare Ethics & Law	3
MHA	562	People & Experience	3
MHA	565	Healthcare Budget & Finance Planning	3
MHA	695	Internship/Capstone	6
Total Credits Required for Master of Healthcare Administration			36

Master of Science in Accounting

Program Coordinator: Tami Park, MSM, CPA

A Masters in Accounting (MSA) is for individuals who wish to prepare for a professional career in accounting. Candidates for the degree will build on the broad general, accounting, and business education obtained at the undergraduate level. Students will gain advanced competencies in the practice and theory of financial accounting, auditing, taxation, law, not-for profit and governmental accounting. In addition, students will learn research methods, organizational behavior and communications, and other business and professional areas. A graduate level accounting program is a way for a student to complete accounting coursework that prepares the student to license as a Certified Public Accounting (CPA). Most states require the completion of one hundred fifty credit hours of undergraduate and graduate level accounting courses as a qualification license. Students with a Bachelor's Degree in Accounting often do not have enough credits license or the knowledge base to sit for the CPA exam.

Some students get a Master's Degree in to help prepare them for other professional accounting examinations. People who want to a career outside of public accounting can use graduate studies to prepare them to take the Certified Management Accountant (CMA) exam, the Certified Financial Manager (CFM) exam, the Certified Fraud Examiner (CFE), the Certified Government Financial Manager (CGFM), or the Certified Internal Auditor (CIA) exam. In addition to qualifying for desired certification examinations, a master's degree gives students a competitive edge in the career field for non-CPA career path seekers.

By having the option of completing the CPA educational requirements and pursuing, a master's we strengthen our program and allow our students to receive a quality education that also allows them to be competitive with students who are graduating from other institutions in our region. It will also give us the opportunity to attract local professionals in the accounting field to continue their education.

The changes proposed are in alignment with American Accounting Associations publication titled In Pursuit of Accounting's Curricula of the Future and the American Institute of Certified Public Accountants (AICPA) core competency framework. The core competency framework centers around three categories of competencies:

1. Functional competencies, which are technical competencies most closely aligned with the value contributed by accounting professionals.
2. Personal competencies, such as individual attributes, and values.
3. Broad business perspective competencies, which are perspectives, and skills relating to the understanding of the internal and external business context.

The MSL degree program outcomes are to prepare students to:

1. Analyze and evaluate ideas, data, policy, and practice to improve decision-making within organizations.
2. Identify and examine the financial, human, data and other organizational resources using the latest evidence.
3. Apply ethical, cultural, regulatory and legal factors to enhance value-based systems.
4. Design, implement and evaluate a personal leadership plan that incorporates key program concepts.

Prerequisite Courses

ACC	201	Principles of Financial Accounting
ACC	202	Principles of Managerial Accounting
ACC	341	Fundamentals of Taxation
ACC	371	Intermediate Financial Accounting I
ACC	372	Intermediate Financial Accounting II

ACC	380	Principles of Cost Management
ACC	415	Government and Not-For-Profit Accounting
ACC	422	Principles of Attestation and Auditing
ACC	425	Advanced Financial Accounting I
ACC	450	Accounting Information Systems
ACC	481	Advanced Cost Management
BUS	335	Commercial Law II

<u>Core Curriculum</u>			<u>Required Credits</u>
MSA	523	Advanced Attestation	3
MSA	526	Advanced Financial Accounting	3
MSA	528	Advanced Taxation	3
MSA	529	International Accounting	3
MSA	695	MSA Internship/Project	3
Total Core Curriculum credits required			15

ELECTIVES - Complete 15 credits from the following*:

MSA	501	Contemporary Accounting Issues I	3
MSA	503	Contemporary Accounting Issues II	3
MSA	505	Contemporary Accounting Issues III	3
MSA	507	Contemporary Accounting Issues IV	3
MSA	533	Federal Taxation - Business Entities	3
MSA	592	Special Topics	3
MSL	500	Management Information Systems	3
MSL	514	Organizational Communication	3
MSL	520	System Design & Project Management	3
MSL	530	Marketing Organizations	3
MSL	600	Professional Conference	3
Any MSL course approved by Advisor			3

Total Credit Hours Required 30

*Students who have had course work equivalent to Advanced Financial Accounting, Advanced Attestation, and International Accounting for Multinational Enterprises will be required to take other elective courses in the program to meet the concentration requirements.

Master of Science in Counseling

Program Coordinator: Sylvia Lindinger-Sternart, Ph.D.

The Master of Science in Counseling (MSC) degree program prepares students to work as professional counselors in a variety of settings. The MSC Core and Advanced Area courses are augmented by elective coursework chosen by the student and academic advisor depending on the student's area of interest and professional goals.

The program consists of sixty (60) semester hours of courses specific to counseling, and includes required practicum and internship experiences. The content, course sequence, and contact hours of the degree program are structured to prepare students for the Licensed Clinical Professional Counselor examinations offered through the Montana Board of Social Work Examiners and Professional Counselors. The Montana Code Annotated sets additional requirements related to post-degree supervised counseling experience as part of the licensing process.

Goals

1. To provide participants with a broad theoretical base that serves as the basis of a personal model of counseling.
2. To expose participants to historical, current, and emerging counseling methods that provide options for the best counseling practice.
3. To provide participants with knowledge and skills that serves as a basis for critically consuming data-based professional literature and informs data-based counselor practice.
4. To provide participants with opportunities to develop knowledge and skills necessary for self-growth and self-care for continued exemplary practice through time.
5. To provide participants with clinical experience that serves as the basis for the practice of emerging counseling skills.
6. To prepare students for passage of the state licensure exam as a basis for entering a professional counselor role.
7. To prepare students to assume leadership positions in their professions and their communities.
8. To provide students with a capstone experience that integrate all of the goals from above.

Program Objectives

The specific MSC curriculum components are designed to embrace not only the broader UProv mission, but actively incorporate the Providence Leadership Covenant, licensure law standards, and professional counselor preparation guidelines., especially the criteria set forth using the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards, as set forth below:

1. Professional Orientation and Ethical Practice – studies that provide an understanding of all of the following aspects of professional functioning: history and philosophy of the profession; professional roles, function, and relationship with other human service providers, including strategies for interagency/interorganization collaboration and communications; counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during local, regional, or national crisis, disaster, or other trauma-causing events; self-care strategies appropriate to the counselor role; counseling supervision models, practices, and processes; professional organizations, including membership benefits, activities, services to members, and current issues; professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; the and process of the professional counselor advocating on behalf of the profession; advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

2. Social and Cultural Diversity – studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following: multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally; attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients; theories of multicultural counseling, identity development, and social justice, individual, couple, family, group, and community strategies or working with and advocating for diverse populations, including multicultural competencies; counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, and body; and counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

3. Human Growth and Development – studies that provide an understanding of the nature and needs of persons at all developmental levels in multicultural context, including all of the following: theories of individual and family development and transitions across the lifespan; theories of learning and personality development, including current understandings about neurobiological behavior; effects of crises, disasters, and other trauma-causing events on personal of all ages; theories and models of individual, cultural, couple, family, and community resilience; a general framework for understanding exceptional abilities and strategies for differentiated interventions; human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior; theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and theories for facilitating optimal developmental and wellness over the lifespan.

4. Career Development – studies that provide an understanding of career development and related life factors, including all of the following: career development theories and decision-making models; career, avocational, educational, occupational and labor market information resources, and career information systems; career development program planning, organization, implementation, administration, and evaluation; interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development; career and education planning, placement, follow-up, and evaluation assessment instrument and techniques relevant to career planning and decision making; and career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

5. Helping Relationships – studies that provide an understanding of the counseling process in a multicultural society, including all of the following: an orientation to wellness and prevention as desired counseling goals; counselor characteristics and behaviors that influence helping processes; essential interviewing and counseling skills; counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling; a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions; a general framework for understanding and practicing consultation; and crisis interventions and suicide prevention models, including the use of psychological first aid strategies.

6. Group Work – studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following: principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work; group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles; theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature; group counseling methods, including group counselor orientation and behaviors, ap-

appropriate selection criteria and methods, and methods of evaluation of effectiveness; and direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

7. Assessment – studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following: historical perspectives concerning the nature and meaning of assessment; basic components of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations; statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; reliability; validity; social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

8. Research and Program Evaluation – studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following: the importance of research in advancing the counseling profession; research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research; statistical methods used in conducting research; principles, models, and applications of needs assessments, program evaluation, and the use of findings to effect program modifications; the use of research to inform evidence-based practice; and ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

Transfer Credits

Because the MSC program is a 60-credit degree program, up to twelve (12) semester hours of post-baccalaureate credit from an accredited institution of higher education may be transferred toward the MSC degree. As per the Montana Code Annotated (MCA 24.219.604.¶ D), the acceptance of credits from other institutions may be granted 6 (six) years or less from the anticipated date of graduation from the MSC program. Furthermore, transfer credits must be approved by the coordinator of the MSC program. (Consult Credit Aging, page 16G).

The following courses must be taken within the MSC degree program at UProv:

- MSC 512 Theories of Counseling and Personality Assessment (3 credits)
- MSC 517 Techniques of Counseling (3 credits)
- MSC 607 Group Counseling (3 credits)
- MSC 617 Advanced Techniques of Counseling (3 credits)
- MSC 695 Counseling Practicum (3 credits)
- MSC 696 Advanced Counseling Internship I (3 credits)
- MSC 697 Advanced Counseling Internship II (3 credits)
- MSC 698 Integrated Project (6 credits)
- MSC 699 Thesis (6 credits)

ADMISSION TO ADVANCED CANDIDACY

In order to enroll in Advanced Area core classes and to apply for Practicum and Internships, students must apply for and be accepted into Advanced Candidacy. The Advanced Candidacy application should be completed at least three weeks before the start of the semester in which the student intends to enroll in Advanced Core curriculum classes. Applications are available from the MSC Coordinator's office and from the Academic Program Assistant for Graduate Studies. To qualify for degree candidacy, a student must:

- have a GPA of 3.0 or better, and

- have completed all of the following courses:
 MSC 500 Professional Orientation and Ethics (3 credits)
 MSC 516 Research Methods and Statistics for Counseling* (3 credits)
 MSC 508 Psychopathology (3 credits)
 MSC 512 Theories of Counseling * (3 credits)
 MSC 515 Standardized Testing and Individual Assessment (3 credits)
 MSC 517 Techniques of Counseling * (3 credits)
 MSC 606 Multicultural Competence (3 credits)
 MSC 607 Group Counseling (3 credits)
 * Must have a B or better.
- have completed at least 12 semester hours of the above courses at the University of Providence.

The Candidacy committee will review the Application for Advanced Candidacy and inform the student of his/her candidacy status before the student will be allowed to enroll in Advanced Core classes.

QUALIFIED CONTINUATION

Professional counseling is a combination of knowledge, skill, and art in which the uniqueness and personality of the counselor have enormous influences on relationship building and counselor effectiveness. It is imperative that each student progressing through the MSC degree program be willing to grow in self-awareness and be open to direction from faculty. Students are also expected to exhibit the highest professional and ethical standards of practice and to actively contribute to the well-being of clients and other students.

Successful completion of the Master of Science in Counseling program is based on the demonstration of competence in academic, professional, and personal areas as they relate to a student's professional objectives. The faculty has a professional responsibility to assess the academic, professional, and personal development of every student in the MSC program. As part of the student review and retention policy of the UP Graduate Studies, faculty may share information about student progress with one another.

All students must maintain a cumulative grade point average of 3.0 to graduate from the MSC program. Only two (2) grades of C or below are accepted for degree completion. If a student's cumulative grade point average falls below 3.0, the student is placed on academic probation and has until the completion of the next semester of enrollment to restore the GPA to at least a 3.0. Failure to do so will result in dismissal from the MSC program.

In addition to maintaining a cumulative grade point average of 3.0, specific courses are considered essential to successful progression through the MSC program. Students must earn a minimum of "B" in Theories of Counseling, Techniques of Counseling, Professional Orientation and Ethics, Group Counseling and Advanced Techniques of Counseling. Practicum and Internships are graded on a Pass or Fail basis. If the student does not achieve the minimum requirement, the student cannot enroll in sequence courses until the student retakes the course and completes it with a grade of "B" or better.

Assessment is an ongoing process that begins with admission to the MSC program, and continues through an informative examination (taken during MSC 695 Practicum). Accumulation of credits and satisfactory grades are not a guarantee of successful program completion. MSC students are assessed for fitness as counseling professionals. Assessed characteristics include, but are not limited to, self-awareness, self-confidence, resilience, balance, emotional stability, communication skills, professional presentation, and interpersonal skills.

PERSONAL GROWTH EXPERIENCE

Effective counselors strive for self-awareness, personal congruence, and their own continual personal growth. At some time during enrollment in the MSC program, students are required to participate in a personal growth experience, which entails receiving a minimum 6 hours of personal counseling, either individual or group in nature.

Many students choose to remain in personal counseling beyond the minimum 6-hour requirement. During the internship, many students have recognized the value of working through personal issues so that they do not interfere with professional performance and service to clients. Participating in a personal growth experience will be documented by the student in the form of a written evaluation of the experience.

PROGRAM OF STUDY

The MSC program requires 60 credit hours of the outlined course work. The program typically takes three calendar years (Fall, Spring, and some Summer sessions) of full-time study to complete. Students who are employed full-time, and/or have other outside obligations are strongly encouraged to attend MSC courses on a part-time basis. Part-time attendance will extend the length of time required to graduate, but will enhance academic and personal success.

It is important for students be familiar with the sequential course structure of the MSC program. Course emphases move from a focus on foundations in the history and theories of counseling and related fields, to skill acquisition and practical experiences. The MSC curriculum sequence is designed so that students gain competency and integrate the content into a meaningful, practical body of professional knowledge and skills. Students are expected to become increasingly autonomous in their professional activities, academic and otherwise, as they progress through the program.

The clinical practicum course undertaken near the end of the program is designed to facilitate development of higher levels of counseling skills. Before enrolling for Practicum credits, students must complete a Practicum Application, for approval by the Program Coordinator, and have completed a minimum of 40 credit hours. These 40 hours must include the Core Courses. The student must provide proof of professional liability insurance prior to enrollment in Practicum. The University also offers an Addictions Counseling Certificate. MSC students can obtain the Addictions Counseling Certificate by taking 5 additional Addictions Counseling courses (at Continuing Education rates). The particulars for this certificate program are outlined in the Addictions Counseling section of the undergraduate catalog (please see page 7).

MASTER OF SCIENCE IN COUNSELING

Foundations of Professional Counseling Required Credits *(Successful completion of these courses is required for Full Candidacy in MSC program)*

MSC 500	Professional Orientation and Ethics	3
MSC 512	Theories of Counseling	3
MSC 517	Techniques of Counseling	3
Total Foundation credits required		9

Counseling Core Courses

(Students must be admitted to Full Candidacy in MSC program before enrolling in these courses)

MSC 508	Psychopathology	3
MSC 515	Standardized Testing and Individual Assessment	3
MSC 516	Statistics and Research Methods	3
MSC 529	Development Across the Lifespan	3
MSC 553	Counseling the Addicted Client	3
MSC 604	Career Counseling	3
MSC 606	Multicultural Competence	3
MSC 607	Group Counseling	3
MSC 617	Advanced Techniques of Counseling	3
Total Core Curriculum credits required		27

Advanced Core Curriculum

(Students must be admitted to Advanced Candidacy before enrolling in these courses)

MSC 520	Crisis Planning and Intervention	3
MSC 527	Evidence-Based Practice and Outcome Evaluation	3
MSC 695	Counseling Practicum	3
MSC 696	Advanced Internship I	3
MSC 697	Advanced Internship II	3
MSC 688/698	Integrative Project	OR
MSC 689/699	Thesis	6
Total Advanced Core Curriculum credits required		21

Approved Electives

Any MSC course not part of the MSC required curriculum or other graduate level courses as approved by the MSC program coordinator.

Total Approved Elective credits required		3
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Total Credit Hours Required **60**

MSC Program Course Schedule*

Year 1

Fall: MSC 500 Professional Orientation and Ethics, 3 credits
MSC 512 Theories of Counseling, 3 credits
MSC 517 Techniques of Counseling, 3 credits

After successfully completing this semester, student applies for full candidacy in the program.

Spring: MSC 516 Research Methods and Statistics for Counseling, 3 credits
MSC 553 Counseling the Addicted Client, 3 credits
MSC 617 Advanced Techniques of Counseling, 3 credits

Summer: Elective, 3 credits

Year 2

Fall: MSC 529 Development Across the Lifespan, 3 credits
MSC 508 Psychopathology, 3 credits
MSC 606, Multicultural Competence

Spring: MSC 604 Career Counseling, 3 credits
MSC 695 Practicum, 3 credits
MSC 607 Group Counseling, 3 credits
During spring semester, student applies for advanced candidacy.

Summer: MSC 515, Standardized Testing and Individual Assessment, 3 credits

Year 3

Fall: MSC 527 Evidence Based Practice and Program Evaluation
MSC 696 Internship I, 3 credits
MSC 688 Integrative Project I or MSC 689 Thesis I, 3 credits

Spring: MSC 520 Crisis Planning and Intervention, 3 credits
MSC 697 Internship II, 3 credits
MSC 698 Integrative Project II or MSC 699 Thesis II, 3 credits
Total credits: 8, Running total: 60

* *Subject to change due to intervening factors*

Master of Science in Infection Prevention & Epidemiology

Program Coordinator: Victoria Hays, Ph.D.

The Master of Science in Infection Prevention & Epidemiology (MSI) degree is designed to create leaders who will use epidemiologic and infection prevention principles and tools to prevent infections and provide education across the care continuum. Acting as a change agent, the students who graduate from this program will use systems thinking, data, and evidence-based practice to facilitate collaboration to improve patient safety. A core benefit of this program is the diversity of professional students that stimulates exchanges and integrations of learning across care settings.

Although the field of Infection Prevention has historically been widely embraced in acute care hospital settings, the role and use of Infection Preventionists (IP) has expanded significantly over the past decade. This is in part due to the Institute of Medicine's 1999 report, "To Err is Human: Building a Safer Health System". This report focused attention on wide gaps existing within hospital patient safety practices (including Infection Prevention) and triggered a chain reaction that has since resulted in an intense focus on safety and quality improvement. The emerging critical need for Infection Prevention expertise has since been recognized as a key risk in many health-care settings, extending beyond the walls of hospitals into ambulatory, long-term care and community service settings. This program will be instrumental in preparing students for a professional career as an IP in healthcare.

All courses are administered on-line and in 8-week formats for working professionals who are choosing this program as professional development in their current or future clinical role. The courses are taught by highly qualified faculty that represent diverse infection prevention & epidemiologic experiences and insights including statistical research, biology, pharmacy, environment of care, regulation, quality improvement, informatics and leadership. To maximize access to and completion of the program, coursework is presented via distance learning and a class size of 20 students.

There are three pre-requisite courses required for admission to the program:

- Microbiology (4 credits)
- Anatomy & Physiology (8 credits)
- Two A&P courses or
- One Anatomy course and One Physiology course taken separately
- Introduction to Statistics (3 credits)

The following program themes are woven throughout the curriculum:

- Transformational Leadership
- Identification, Prevention & Control of Infections
- Surveillance & Epidemiological Investigation
- Program Development & Integration
- Patient Safety & Quality
- Effective Communication
- Continuum of Care
- Influencing Human Behavior
- Inter-professional Collaboration
- Knowledge Sharing
- Life-long Learning

Graduates in the MSI degree program demonstrate the following program learning outcomes:

1. Lead inter-professional teams to design and implement infection prevention strategies.
2. Identify and analyze infectious disease processes across the continuum of care.
3. Develop and implement a comprehensive infection prevention program using research and evidence based practice to improve patient safety.
4. Conduct surveillance and investigate epidemiological patterns to prevent transmission of infections.
5. Synthesize complex information and educate healthcare communities.
6. Assess the environmental and behavioral influences related to disease transmission.
7. Apply data collections methods, applications, sampling systems and informatics to improve decision-making and accountability.
8. Serve as an organizational resource for continuous learning and inquiry.

MASTER OF SCIENCE IN INFECTION PREVENTION & EPIDEMIOLOGY

<u>Core Curriculum</u>	<u>Required Credits</u>
MSI 501 – Introduction to Epidemiology	3
MSI 505 – Statistics & Research Methods	3
MSI 510 – Principles & Epidemiology of Infectious Disease	3
MSI 515 – Molecular & Immunological Methods in Infectious Disease	3
MSI 520 – Clinical Microbiology	3
MSI 525 – Antimicrobial Stewardship	3
MSI 530 – Reprocessing & Environment of Care	3
MSI 535 – Regulation and Quality Improvement	3
MSI 540 - Principles of Surveillance and Reporting	3
MSI 545 - Healthcare Informatics & Data Management	3
MSI 550 - Transformational Leadership	3
MSI 695 – Internship & Capstone	3
Total MSI Degree Program Credits	36

Master of Science in Nursing Education

Program Coordinator: Victoria Hays, Ph.D.

The University of Providence prepares graduates to innovatively use theories of teaching and learning in a variety of academic and clinical settings with emphasis on nursing education. The graduate demonstrates the ability to develop, deliver, and evaluate nursing education programs. Upon completion of this degree, graduates are eligible for the Nurse Educator certification national examination.

Program Themes

- Advocacy for social justice and human dignity
- Inquiry and scholarship
- Optimization of safety, quality, and outcomes
- Innovation
- Leadership

Program Learning Outcomes

1. Integrates findings from the sciences and humanities for the continual improvement of nursing care across diverse settings.
2. Applies knowledge of organizational and system leadership practices.
3. Selects and applies quality improvement strategies to optimize safety and outcomes.
4. Utilizes clinical scholarship as a foundation for practice.
5. Applies technology to enhance care, promote lifelong learning, and facilitate data generation and use.
6. Promotes social justice and human dignity through policy and advocacy.
7. Leads and collaborates in interprofessional teams to improve individual and population health outcomes.
8. Utilizes innovative approaches to develop, deliver, and evaluate nursing education.

Master of Science in Nursing Education

MSN 505 Role of Nurse Education Across Diverse Settings	3
MSN 515 Theoretical Foundations of Advanced Nursing Practice	3
MSN 520 Survey of Nursing Research & Statistics	3
MSN 525 Evidence Based Practice & Translational Research	3
MSN 530 Social Justice, Law, and Policy in Healthcare	3
MSN 535 Informatics and Healthcare Technologies	3
MSN 540 Organizational Leadership	3
MSN 550 Curriculum Development & Analysis	3
MSN 560 Innovative Teaching & Learning Strategies	3
MSN 570 Assessment & Evaluation in Nursing Education	3
MSN 684 Adv Concepts in Assessment, Pathophysiology, and Pharmacology	3
MSN 694 Adv Clinical Practicum	1
MSN 696 Practicum in Nursing Education	2
Total Credits Required	36

Master of Science in Organizational Leadership

The Master of Science in Organizational Leadership (MSL) degree includes three programs of study or concentrations in Criminal Justice and Management. This graduate program is designed to provide leaders with the essential administrative and management skills, competencies and strategies to perform as innovative leaders in organizations. A core benefit of this program is the diversity of professional students that stimulates exchanges and integrations of learning. All courses are administered on-line and in 8-week formats for working professionals who are choosing this program as professional development in their current or future administrative roles.

The MSL degree program outcomes are to prepare students to:

1. Analyze and evaluate ideas, data, policy, and practice to improve decision-making within organizations.
2. Identify and examine the financial, human, data and other organizational resources using the latest evidence.
3. Apply ethical, cultural, regulatory and legal factors to enhance value-based systems.
4. Design, implement and evaluate a personal leadership plan that incorporates key program concepts.

Graduate coursework for the MSL degree is designed for leaders in a wide variety of professions and across organizations. The courses are taught by highly qualified faculty that represent diverse organizational experiences and insights including law enforcement, healthcare, human services, government agencies, and associations and professional groups. To maximize access to and completion of the programs, coursework is presented via distance learning.

The two MSL concentrations (criminal justice and management) share a common core curriculum. The following 8-week courses are offered sequentially so the curriculum builds upon the previous courses:

<u>Core Curriculum</u>			<u>Required Credits</u>
MSL	511	Organizational Leadership	3
MSL	514	Organizational Communication	3
MSL	518	Evidenced Based Practice	3
MSL	521	Organizational Finance	3
Total Core Curriculum credits required			12

Advanced Candidacy

To be considered as meeting the requirements for advanced candidacy in the MSL program, students must complete the above core curriculum as soon as they are scheduled after the student is admitted to the program. In addition, the student must earn a grade of “B” or better in each of these core courses.

Concentration in Criminal Justice

Program Coordinator: Gail Belfert, J.D.

The focus of the MSL degree in criminal justice is to educate professionals in both the theory and the application of criminal justice, and in the administration and management of criminal justice agencies.

The MSL degree program objectives in criminal justice are to prepare students to:

1. apply criminological theories in explaining the criminal justice system;
2. evaluate how criminal justice relates to other social structures and institutions, and how those structures and institutions impact criminal justice; and
3. utilize critical thinking, social justice, and civic responsibility in their decision-making processes as they pursue their careers and encounter life situations; and
4. fiscally manage a criminal justice organization.

The MSL degree program in criminal justice is intended for individuals who have baccalaureate degrees in sociology, psychology, criminal justice, or who are currently working in an area of criminal justice.

The number of career opportunities in the field of criminal justice is unprecedented. The demand for university-educated personnel is a result of society's rapidly evolving political and social changes, which reflect a renewed interest in and a need for effective administration of the nation's criminal justice system. There are many areas of expertise within the broad scope of the criminal justice field. This graduate program concentration addresses not only the pedagogy of criminal justice, but also the fundamentals of managerial science as applied in a criminal justice setting. Students will learn to recognize and resolve policy decisions and management issues regarding law enforcement, courts, and corrections.

Students within the Criminal Justice Concentration have a number of unique characteristics. First, upon entering the program, the majority of the students have had extensive exposure and academic understanding of the criminal justice system. Second, students graduating with the MSL-Criminal Justice Concentration must be prepared to pursue a variety of careers, including further graduate school, law school, and a variety of management positions within the criminal justice system.

The purpose of the Criminal Justice Concentration program is to promote critical thinking, social justice, and civic responsibility through an academic curriculum designed to ensure that all students master the theoretical and methodological underpinnings of the criminal justice system through a multi-disciplinary lens.

Students who have completed graduate coursework in management may be able to transfer up to six (6) credits. The coursework must be from an accredited institution with grades of "B" (3.0) or better. The coursework may not be older than six (6) years at the time of planned graduation. Credit cannot be given for experiential work completed prior to enrollment in the program.

MASTER OF SCIENCE IN ORGANIZATIONAL LEADERSHIP

Criminal Justice Concentration

<u>Core Curriculum</u>			<u>Required Credits</u>
MSL 511	Organizational Leadership		3
MSL 514	Organizational Communication		3
MSL 518	Evidenced Based Practice		3
MSL 521	Organizational Finance		3
Total Core Curriculum credits required			12

Criminal Justice Concentration

MSL 508	Personnel Management and Administration (Human Resources)		3
MSL 541	Criminal Justice System		3
MSL 542	Criminal Law and the Courts		3
MSL 543	Administration of Law Enforcement Agencies	OR	
MSL 545	Juvenile Justice System		3
MSL 547	Psychology of Criminal Behavior		3
Total Criminal Justice Concentration Credits Required			15

ELECTIVES - Complete three of the following:

MSL 512	Grant Writing and Administration		3
MSL 544	Corrections: History, Management, Alternatives		3
MSL 546	Youth at Risk		3
MSL 695	Internship		3
MSC 526	Professional Ethics		3
MSC 606	Cultural Awareness for Professionals		3
Total Elective Credits Required			9

Total Credit Hours Required 36

Concentration in Management

Faculty Contact: Katrina Stark, Ph.D.

The management role in most organizations has expanded and intensified in scope, expectations, and measured outcomes. It is essential for managers to constantly upgrade knowledge and skills working with personnel, facilities, legal and policy directives, planning, implementation and outcome assessment, revenue generation and fiscal accountability, and community, regional and state relations, and development.

The MSL degree program in management is designed to address the changing demands of leadership positions in a variety of organizations, with a focus on not-for-profit agencies and similar organizations. The curriculum provides opportunities for students to prepare for a career as an executive in their profession or to enhance careers.

Graduates in the MSL management degree program are able to effectively implement the following outcomes:

1. Apply an understanding of and a command over key concepts, theories, and data regarding society, and the challenges and opportunities in a diversity of organizations in the public sector.
2. Apply an understanding of the process of management, supervision, and development of personnel in an organization.
3. Demonstrate the ability to efficiently manage the fiscal affairs of revenue generation and expense parameters of an organization.
4. Articulate and implement strategies for renewal and empowerment within their organizational context.
5. Demonstrate awareness and application of ethical and legal principles and judgments for management roles and responsibilities in a wide range of organizations.
6. Implement marketing theories to Successfully market and convey the mission and the activities of organizations.
7. Demonstrate effective development, implementation, and evaluation of plans and outcomes to expand the effectiveness of organizations.

The MSL degree in management is intended for individuals who work in administrative and entry-level management positions or whose career objective is management. These individuals have chosen to expand the scope and effectiveness of their skills and knowledge to further their contribution to their organization and to enhance their career development.

Students who have completed graduate coursework in management may be able to transfer up to six (6) credits. The coursework must be from an accredited institution with grades of “B” (3.0) or better. The coursework may not be older than six (6) years at the time of planned graduation. Credit cannot be given for experiential work completed prior to enrollment in the program.

MASTER OF SCIENCE IN ORGANIZATIONAL LEADERSHIP MANAGEMENT

Management Concentration

<u>Core Curriculum</u>			<u>Required Credits</u>
MSL	511	Organizational Leadership	3
MSL	514	Organizational Communication	3
MSL	518	Evidenced Based Practice	3
MSL	521	Organizational Finance	3
Total Core Curriculum credits required			12

Management Concentration

MSL	500	Management Information Systems	OR	
MSL	520	Systems Design and Project Management		3
MSL	510	Organization Training and Development		3
MSL	512	Grant Writing and Administration		3
MSL	509	Human Motivation and Learning	OR	
MSL	610	Leadership and Innovation in Organizations		3
MSL	695	Internship / Project		
Total Management Concentration Credits Required				15

ELECTIVES- 9 credits required

MSL	500	Management Information Systems (if not used for concentration)		3
MSL	508	Personnel Management and Administration		3
MSL	509	Human Motivation and Learning (if not used for concentration)		3
MSL	520	Systems Design and Project Management (if not used for concentration)		3
MSL	530	Marketing Organizations		3
MSL	560	Health Care Delivery Systems		3
MSL	592	Special Topic or Travel Course		3
MSL	610	Leadership and Innovation in Organizations (if not used for concentration course)		3
MSL	620	Strategy Formation, Planning and Evaluation		3
MSL	660	Health Care Finance		3
MSM	515	Government and Not for Profit Accounting		3

Electives approved by Program Director and Associate Dean of Graduate Studies

Total Credit Hours Required 36

Course Descriptions

MSA 501 Contemporary Accounting Issues I

This course will concentrate on the integration of accounting theory and practice through practical simulation problems, and research. Financial Accounting and Reporting

3 credits

MSA 503 Contemporary Accounting Issues II

This course will concentrate on the integration of accounting theory and practice through practical simulation problems, and research. Audit and Attestation.

3 credits

MSA 505 Contemporary Accounting Issues III

This course will concentrate on the integration of accounting theory and practice through practical simulation problems, and research. Business Environment and Concepts, BEC.

3 credits

MSA 507 Contemporary Accounting Issues IV

This course will concentrate on the integration of accounting theory and practice through practical simulation problems, and research. Regulations.

3 credits

MSA 523 Advanced Audit and Attestation

This course will explore the application of the audit process to the accounting cycles and the process of completing the audit and other assurance and nonassurances services. The course will also cover internal and governmental financial auditing and operational auditing.

Prerequisite: ACC 372, ACC 422, ACC 481

3 credits

MSA 526 Advanced Financial Accounting

This course will cover home office and branch accounting, foreign currency concepts and reporting, and segment and interim financial reporting. The formation, operation, changes in ownership interest, and liquidations of partnerships, corporation liquidations and reorganizations. The course will also discuss the SEC Influence on Accounting and accounting for Estates and Trusts.

Prerequisite: ACC 425

3 credits

MSA 527 Contemporary Accounting Issues

This course will concentrate on the integration of accounting theory and practice through practical simulation problems, and research.

Prerequisite: MSM 526

3 credits

MSA 528 Advanced Taxation

This course is an exploration of the influences of taxes on business decisions and the application of tax law to corporations and partnerships, trusts, estates and gifts through practical case studies and research.

Prerequisite: ACC 442

3 credits

MSA 529 International Accounting for Multinational Enterprises

This course will explore International Accounting Standards. International accounting control systems, multinational strategy, comparative systems and practices, international taxation, and foreign external auditing. The course will concentrate on the integration of accounting theory and practice through practical simulation problems, and research.

3 credits

MSA 533 Federal Taxation - Business Entities

The course will focus on the central concepts that build our tax framework. Students will explore the tax concepts that affect corporations and partnerships. Course work will include comprehensive coverage of relevant tax code and regulations including major developments in Federal income taxation.

3 credits

MSC 500 Professional Orientation and Ethics

Students are introduced to the field of professional counseling and the ethics involved in working with clients, colleagues, organizations, and society. Emphasis is on professional preparation standards, and person and professional identity development. Codes of ethics and the law are used to assist in making ethical judgments. Must be taken during the Fall semester of the first year of enrollment in the MSC program.

Co-Requisite: MSC 512 and MSC 517

3 credits

MSC 508 Psychopathology

A comprehensive overview of abnormal human behaviors and their complex etiologies, with emphasis on the DSM 5 classification system, differential diagnosis, and treatment considerations. Exploration of historical and current views, theories, and models of disorders.

Prerequisite: MSC 500, MSC 512 and MSC 517

3 credits

MSC 509 Child and Adolescent Psychopathology

Study of the etiology, assessment, and treatment of emotional, social, and intellectual problems of children from infancy to adolescence with emphasis on the DSM-IV-TR classification system.

Prerequisite: MSC 500, MSC 508, MSC 512, and MSC 517

3 credits

MSC 512 Theories of Counseling

A critical examination of essential models of counseling. This course explores the conceptual frameworks of approaches to understanding personality, development, abnormal behavior, and the process of change as it occurs in psychotherapy, with the ultimate goal of the formulation of the students' theory of counseling.

Co-Requisite: MSC 500 and MSC 517

3 credits

MSC 515 Standardized Testing and Individual Assessment

A broad, practical overview of assessment, evaluation, and diagnostic formulation. Varied approaches to gathering reliable and valid data (the clinical interview, a social history, the mental status examination, and standardized testing instruments) are examined. Particular attention is given to the variable, statistical, and psychometric features of each format, as well as to accepted standards of practices for each format.

Prerequisite: MSC 500, MSC 512, MSC 516 (grade of B or better required), and MSC 517

3 credits

MSC 516 Research Methods and Statistics for Counseling

Counseling students will learn to conduct social science research at the graduate level. Students will advance

through (1) framing the research question (2) conducting a relevant literature review (3) formulating hypotheses (4) examining various modes of data collections (5) specifying a methodology and (6) detailing various data analysis techniques. Different types of research designs and methodologies will be presented. There will be emphasis on writing a research proposal and on selecting the appropriate design and methods for a given research problem. By the end of the course, students will have developed a research proposal in counseling. In addition, the course will provide a thorough grounding in elementary statistical theory and practice. Concepts, principles, and methods of statistics from two perspectives, descriptive and inferential, will be presented. Statistical topics include describing and displaying data, measures of central tendency, correlation, regression, sampling, probability, mean comparisons, analysis of variance, and non-parametric tests.

3 credits

MSC 517 Techniques of Counseling

Applies theories of communication and attending behavior to the process of counseling. Counseling sessions are analyzed in stages of initiating, conducting, terminating, and recording results. Must be taken during the fall semester of the first year of enrollment in the MSC program

Co-Requisite: MSC 500 and MSC 512

3 credits

MSC 520 Crisis Planning and Intervention

Students explore the role of professional counselors in relation to crises that range from the individual to society, and natural to man-made. Coursework will include suicide assessment, child abuse and neglect, crisis planning, critical incident stress debriefing, secondary post traumatic stress disorder, victim assistance, and self-care when working within crisis situations.

Prerequisite: MSC 500, MSC 512 and MSC 517

3 credits

MSC 527 Evidence-Based and Outcome Evaluation

This course will review ways in which professional counselors demonstrate accountability to the individuals, groups, and organizations they serve. Various means of clinical documentation will be reviewed including case notes and treatment planning. Program evaluation will be addressed to include consultation and grant writing. The role of managed care in counselor accountability will also be reviewed.

Prerequisite: MSC 500, MSC 512, MSC 516 ((grade of B or better required), and MSC 517

3 credits

MSC 529 Development Across the Lifespan

Study of various theories of human development over the life span, with attention to the roles of biological and environmental factors that may affect normal development.

Prerequisite: MSC 500, MSC 512 and MSC 517

3 credits

MSC 536 Family Counseling

Exploration of approaches to theory and practice of family counseling, utilizing case studies for identification and clarification of issues, formulation of effective treatment strategies, and development of a personal theory of family counseling.

Prerequisite: MSC 500, MSC 512, and MSC 517

3 credits

MSC 553 Counseling the Addicted Client

This course is a theoretical/practical application survey of current methodology and treatment modality for counseling the addicted individual.

Prerequisite: MSC 500, MSC 512, and MSC 517

3 credits

MSC 556 Assessments in Addiction Treatment

Examines methods and techniques in assessing clients for addiction, with emphasis on testing and interviewing.

Prerequisite: MSC 500, MSC 512, and MSC 517

3 credits

MSC 592/692 Special Topics

Special Topics offers one of two opportunities. A faculty member or invited distinguished scholar to prepare and present a course on a professional topic. The course may be organized similar to a regular course or with a non-traditional format that best supports the course outcomes. The student and advisor may structure a unique experience to enhance the student degree plan.

Prerequisite: MSC 500, MSC 512, MSC 517 and permission of the Advisor

1-3 credits

MSC 600 Professional Development Seminar

Students may attend, with approval, a professional conference related to their field of study and complete further research on an approved topic.

Prerequisite: Approval of an MSC instructor and internet access required

1-3 credits

MSC 604 Career Counseling

Presentation of skills and knowledge specific to career guidance and counseling interventions. Studies include theories, planning strategies, program models with individuals and groups, computer-assisted delivery systems, and assessment tools.

Prerequisite: MSC 500, MSC 512, and MSC 517

3 credits

MSC 606 Multicultural Competence

An opportunity for students to increase awareness of their own cultural values and beliefs; to explore worldviews of their own and other groups, and to identify and develop culturally appropriate intervention strategies.

Prerequisite: MSC 500, MSC 512, and MSC 517

3 credits

MSC 607 Group Counseling

Through analysis of the latest theory and participation in group sessions, the student develops guidelines for conducting counseling in group settings. Groups include peers, family, and others with simulated sessions and role-playing.

Prerequisite: MSC 500, MSC 512, and MSC 517

3 credits

MSC 617 Advanced Techniques of Counseling

Advanced theories of communication and attending behavior are applied to the process of counseling. Emphasis is placed on learning and applying specific techniques of counseling to the therapeutic process.

Prerequisite: MSC 500, MSC 512, and MSC 517

3 credits

MSC 643 Neuropsychology

An advanced course focused on nervous system anatomy, physiology and function. This course will incorporate the philosophy, science, and clinical impacts of commonly used medical approaches to mental illness. Attention will also be paid to impact of licit and illicit psychoactive drug use.

Prerequisite: MSC 500, MSC 508, MSC 512, and MSC 517

3 credits

MSC 695 Counseling Practicum

A pre-professional opportunity to synthesize and apply knowledge gained in classroom studies to a work setting through closely supervised one-on-one and group counseling experiences. May be completed in 2 semesters (2 credits per semester). All supervision documents (including the practicum application) must be submitted to the

MSC program coordinator 6 weeks prior to the beginning of the semester in which practicum begins. Pass/Fail grading. Students are expected to accrue 240 work-related hours for this course.

Prerequisites: MSC 500, 508, 512, 515, 516 (grade of B or better required), 517, 606, 607, completion of 40 credits, acceptance to advanced candidacy, and practicum application acceptance (Pass/Fail grading)

3 credits

MSC 696 Advanced Counseling Internship I

The first semester of a two semester course sequence that provides students with a comprehensive professional experience of supervised training at a site congruent with student career goals, wherein the student refines previously learned skills in an increasingly autonomous role with clients. All supervision documents must be submitted to the MSC program coordinator 6 weeks prior to the beginning of the semester in which the student is enrolled in the course. Students are expected to accrue 300 work-related hours for this course.

Admission to Advanced Candidacy and successful completion of MSC 695

3 credits

MSC 697 Advanced Counseling Internship II

The second semester of a two-semester course sequence that provides students with a comprehensive professional experience of supervised training at a site congruent to student career goals, wherein the student refines previously learned skills in an increasingly autonomous role with clients. All supervision documents must be submitted to the MSC program coordinator 6 weeks prior to the beginning of the semester in which the student is enrolled in the course. Students are expected to accrue 300 work-related hours for this course.

Prerequisite: Admission to Advanced Candidacy and successful completion of MSC 696

3 credits

MSC 698 Integrative Project

The project documents and integrates the breadth of knowledge gained across the program, and how the knowledge and skills could be implemented in the work place. The project contains a presentation component that clearly articulates the completed project as determined by the student and the committee.

Prerequisite: Admitted MSC advanced candidate, concurrent enrollment

with MSC 695, MSC 696, or MSC 697

2 credits/semester

MSC 699 Thesis

In lieu of the integrative project (MSC 698), the student forms a Master's Thesis committee with a faculty member who agrees to serve as chair of the committee. The student prepares a thesis proposal with one copy provided to both the committee chairperson and the Associate Dean of Graduate Studies. Permission to proceed with the thesis must be in writing from the chair of the committee. Upon completion of the thesis, a public defense will be scheduled and presented.

Prerequisite: Admitted MSC Advanced Candidate and permission of Advisor

2 credits/semester

MSI 501 Introduction to Epidemiology

Epidemiology is the study of the distribution and determinants of disease. It is the foundational science for infection prevention. The principles of epidemiology are used to solve global problems, such as an outbreak of Ebola in West Africa, and on a smaller scale, analyzing the spread of healthcare associated infections in one hospital. This introductory course will provide students the opportunity to research and evaluate key study designs and their application. Other important topics that will be covered include study screening and sampling, disease transmission and prevention, key components related to the chain of infection and risk factors in the spread of disease. Upon completion of this course, students will be able to understand fundamental concepts of epidemiology and apply them to real world scenarios, especially in relation to infection prevention within the healthcare setting.

3 credits

MSI 505 Statistics & Research Methods

Infection prevention and epidemiology is founded in research and statistical methods to gather and interpret data. Knowing how to use and apply these skills is key in both acquiring needed data and interpreting the research results of others. This course will provide a foundational knowledge in research methods and use of statistics for the field of infection prevention and epidemiology. You will learn to use this knowledge to both design and conduct research and to evaluate the literature in this field. An emphasis is also placed on doing this work collaboratively with a team and in presenting findings and recommendations to a variety of audiences.

3 credits

MSI 510 Principles & Epidemiology of Infectious Disease

This course introduces fundamental principles of infectious disease epidemiology and infection prevention. Principles include nomenclature, epidemiologic characteristics, host-parasite relationships, trends, natural history, diseases of significance, standard and transmission-based precautions, screening methods, and outbreak investigation. Case-studies focus on infectious diseases/organisms commonly found in the healthcare setting, and those with significant impact to patient safety.

3 credits

MSI 515 Molecular & Immunological Methods in Infectious Disease

This course offers a comprehensive view of modern immunology at the molecular and cellular level. The first half of the course presents the fundamentals of immunology, beginning with innate immunity and followed by a discussion of the structure and function of important molecules in the immune system, such as antibodies, major histocompatibility antigens, complement and the T-cell receptor. The second half of the course is focused on immunological and nucleic acid based methods as they pertain to medical diagnostics and infection prevention practices.

3 credits

MSI 520 Clinical Microbiology

Central to the role of an Infection Preventionist is knowledge of microbiology as it pertains to the clinical setting. A successful partnership between the lab and the Infection Preventionist is essential for controlling and preventing infections, as well as improving patient care. This course focuses on the central concepts of medical microbiology, taking into consideration the pre-analytical (i.e. specimen selection and collection), analytical (i.e. diagnostic identification and susceptibility testing methods), and post-analytical (i.e. test interpretation and reporting) components in clinical microbiology.

3 credits

MSI 525 Antimicrobial Stewardship

This course will explore the development of antimicrobials and the history of antimicrobial resistance, with special attention to the human behaviors that accelerated the development of multi-drug resistant microbes. Students will learn about the pharmacology of antimicrobials, including the pharmacokinetic and pharmacodynamic principles of antimicrobials. Specific mechanisms of microbial resistance in major hospital-acquired pathogens will be discussed in the context of designing an antimicrobial stewardship program that is responsive to emerging resistance trends.

3 credits

MSI 530 Reprocessing & Environment of Care

The risk of infectious disease transmission is not specific to person-to-person contact. The patient care environment, equipment, and supplies can play a major role in the acquisition of infections. This course focuses on the theory, research and practice of cleaning, disinfection, and sterilization of the Environment of Care and medical instrumentation.

3 credits

MSI 535 Regulation & Quality Improvement

Infection Prevention (IP) is a highly regulated specialty area of health care, continually evolving with emerging infectious diseases, new technology and increasing regulatory requirements. It is essential for IPs to be knowledgeable about applicable laws, regulations and standards. Healthcare facilities are scrutinized for compliance with a myriad of rules and requirements. Non-compliance has significant potential safety, financial, legal and media implications. This course focuses on identifying the key federal, state and accrediting bodies that provide the rules that IPs must know to ensure compliance, develop policies, and effectively participate in a survey.

3 credits

MSI 540 Principles of Surveillance & Reporting

This course introduces fundamental principles of infectious disease surveillance and reporting. Primary areas of focus include identification and evaluation of device and procedure-associated hospital-acquired infections. This course also focuses on utilizing surveillance data to conduct facility risk assessments and develop program plans.

3 credits

MSI 545 Healthcare Informatics & Data Management

More than ever, today's healthcare professionals are called upon to provide personalized patient care safely and efficiently with measureable outcomes and an emphasis on prevention. The field of Health Informatics offers tools and strategies that leaders can use to influence the use of technology, data, and information to improve healthcare safety, quality, efficiency, and the healthcare consumer/patient experience. This course will highlight these approaches and topics will include key concepts, theories, tools, and technologies in the fields of health informatics and data management.

3 credits

MSI 550 Transformational Leadership

Transformational leadership savviness is one leadership style that multiple organizations in business and healthcare have advocated for in the leaders they hire. How to inspire, motivate, challenge and develop loyal employees has been found by research to be a key component for successful, effective, and high quality-oriented service organizational outcomes. This course focuses on the theory, research and practice dimensions of transformational leadership – how to lead from the heart to transform complex organizational systems.

3 credits

MSI 695 Internship & Capstone

The capstone course is an opportunity for graduate candidates to synthesize, integrate and apply the skills and competencies they have acquired to an Infection Prevention and Epidemiology problem. It will be completed over 24 weeks in conjunction with courses 9, 10, and 11 of the program. Using the appropriate processes, data collection methods, resources, change theories and principles, the graduate candidate will assess, create, implement and evaluate a change project based on the needs of the internship facility. The capstone course demonstrates the culmination of learnings that result in the graduate candidate being able to perform the tasks of an Infection Preventionist competently and independently.

Within the 180 hours of each internship/capstone period (60 hours/credit), the graduate candidate and preceptor will discuss and decide on agreed upon specific learning outcomes and assignments to demonstrate skills and competencies for the appropriate topic at the graduate level.

3 credits

MSL 500 Information Systems

A comprehensive analysis of the impact of computer-based information systems on decision-making, planning, and control of changes in organizational structures to accommodate information technology.

3 credits

MSL 503 Budgeting and Financing Organizations

Responsibilities and procedures for handling fiscal resources of not-for-profit organizations. Topics include accounting, budgeting systems, reporting fiscal resources and understanding financial statement.

3 credits

MSL 502 Healthcare Systems

Health care systems are evolving rapidly based on input from consumers, payors, federal government, regulatory bodies, and clinicians. This course will examine the evolution and structure in the current health care system, discussing the issues that impact social justice, healthcare reform, and equitable health care for all. Students will apply systems and leadership theories to affect change within the healthcare system at both a macro and micro levels. Part of the class will focus on the dynamic relationships between patients, healthcare providers, hospitals, insurers, employers, state/federal government policies, and communities.

3 credits

MSL 504 Organizational Communication

Communication within the context of complex organizations. Public service agencies and not-for-profit organizations are highlighted.

3 credits

MSL 505 Healthcare Informatics & Data Management

More than ever, today's healthcare professionals are called upon to provide personalized patient care safely and efficiently with measureable outcomes and an emphasis on prevention. The field of Health Informatics offers tools and strategies that leaders can use to influence the use of technology, data, and information to improve healthcare safety, quality, efficiency, and the healthcare consumer/patient experience. This course will highlight these approaches and topics will include key concepts, theories, tools, and technologies in the fields of health informatics and data management.

3 credits

MSL 508 Personnel Administration and Management

This course explores extant theories of organization management. Theories are examined within the context of application.

3 credits

MSL 509 Human Motivation and Learning

Examines prominent and promising theories of human motivation, the evidence on which they are based, and principles of application in not-for-profit organizations. Also examines theories of human learning and their modes of application. Relates theories to programs for intervention and for personnel training.

3 credits

MSL 510 Organization Training and Development

The outcomes will concentrate on successful knowledge and skill in planning, conducting, and evaluating effective training and development programs for employees, volunteers, and board members in not-for-profit organizations. Emphasis will be given to assessment and evaluation research to refine achievable outcomes and productivity improvement.

3 credits

MSL 511 Organizational Leadership

Leadership skills are essential for organizational leaders who might serve in multiple roles in the constantly changing organizational environments. This course focuses on the theory, research and practice dimensions of leadership and resource stewardship to effectively lead and manage human and material resources in an organization. The course analyzes change theories, cost containment models, ethical and legal aspects of leadership,

budgeting and productivity, staffing and staff development in a complex organizational system.

3 credits

MSL 512 Grant Writing and Administration

Introduces the students to the basic tools, knowledge, and skills necessary for success in procuring and administering grant monies for not-for-profit agencies and organizations.

3 credits

MSL 514 Organizational Communication

Workplace communication is a key and fundamental part of any organization. The various approaches, verbal, written, formal and informal, involves every level and area of an organization. How the various components of communications are addressed and applied can potentially change the outcome of a decision. In this course, students will learn the theory and prevalent factors as they apply skills in interpersonal organizational communication.

3 credits

MSL 516 Research Methods and Statistics for Management

Management students will learn to conduct social science research at the graduate level. Students will advance through (1) framing the research question (2) conducting a relevant literature review (3) formulating hypotheses (4) examining various modes of data collections (5) specifying a methodology and (6) detailing various data analysis techniques. Different types of research designs and methodologies will be presented. There will be emphasis on writing a research proposal and on selecting the appropriate design and methods for a given research problem. By the end of the course, students will have developed a research proposal in management. In addition, the course will provide a thorough grounding in elementary statistical theory and practice. Concepts, principles, and methods of statistics from two perspectives, descriptive and inferential, will be presented. Statistical topics include describing and displaying data, measures of central tendency, correlation, regression, sampling, probability, mean comparisons, analysis of variance, and non-parametric tests

3 credits

MSL 518 Evidence Based Practice

Exploration of evidence-based management and leadership principles through the analysis and application of credible research, evidence, best practice guidelines and outcomes management reports.

3 credits

MSL 520 Systems Design and Project Management

A comprehensive analysis of the impact of computer-based information systems on decision-making, planning, and control. Topics include organizational structures needed to accommodate information technology, concepts of project management tools for team management, design, of information systems for managing the traditional functional areas of a firm, and use of computer-aided software engineering (CASE) tools in systems development.

Prerequisite: MSL 500 and experience with spreadsheets

3 credits

MSL 521 Organizational Finance

The course is designed to impart a working knowledge of introductory accounting principles as applied to the management of organizations. The course will provide the skills to understand the financial communications provided by firms and for the student to convey complex financial concepts to laypersons and/or professionals. Students are expected to develop the working vocabulary to clearly communicate with others in the field.

3 credits

MSL 525 Transformational Leadership

Transformational leadership savviness is one leadership style that multiple organizations in business and health-

care have advocated for in the leaders they hire. How to inspire, motivate, challenge and develop loyal employees has been found by research to be a key component for successful, effective, and high quality-oriented service organizational outcomes. This course focuses on the theory, research and practice dimensions of transformational leadership – how to lead from the heart to transform complex organizational systems.

3 credits

MSL 530 Marketing Organizations

Marketing is well into its maturity as an effective management tool for public and nonprofit organizations. This course will help students develop a philosophy of marketing applicable to nonprofit management, to develop a systematic approach to solving marketing problems for nonprofit organizations, and an awareness of how to apply the latest concepts and techniques from the private sector to the unique marketing needs of the nonprofit sector.

3 credits

MSL 535 Healthcare Ethics & Law

This course provides healthcare leaders with an overview of the legal and ethical issues presented in complex, challenging and quickly changing healthcare arenas. Students will be introduced to the legal aspects of healthcare at the local, state and federal levels. Healthcare leaders will be equipped to research and apply legal, ethical and regulatory principles to current issues facing the healthcare industry. Topics include criminal and civil healthcare claims, malpractice, fraud and liability for individuals and corporations. Students will apply leadership and ethics principles in decision-making on course topics that also include labor and employment fundamentals.

3 credits

MSL 541 Criminal Justice System

An encompassing view of the discrete elements which comprise the criminal justice system and their interrelatedness.

3 credits

MSL 542 Criminal Law and the Courts

This course explores criminal offenses and the response of society to these offenses.

3 credits

MSL 543 Administration of Law Enforcement Agencies

Managerial theories and management styles pertinent to the management of law enforcement organizations is the subject of this course.

3 credits

MSL 544 Corrections: History, Management, and Alternatives

This course is a constructive exploration of the field of corrections, emphasizing the historical development of corrections, correctional management and critical analysis of the use of alternatives to incarceration.

3 credits

MSL 545 Juvenile Justice System

Explores the various agencies and organizations which make up the juvenile justice system. These agencies are charged with intervening in the lives of the offender. Topics include historical background, definitions, system development and other areas of interest.

3 credits

MSL 546 At Risk Youth

Constructive exploration of the dysfunctional behavior of young people and the factors that cause this behav-

ior. Dysfunctional behavior includes, but is not limited to, teenage violence, risky sexual behavior, and drug and alcohol abuse.

3 credits

MSL 547 Psychology of Criminal Behavior

This course explores the current and prevailing theories of human criminal behavior. Topics range from the possibility of genetically based behavior to the various models of social and personal deprivation.

3 credits

MSL 560 Health Care Delivery Systems

This course provides the opportunity for a student to learn about the components of the entire health care delivery system: their historical development, integration, and function. Included is an examination of the training and scope of practice for all levels of health care providers; the function of organizations within the system, including acute and long-term care facilities, home health, insurance companies and employers; and those components outside of traditional western medicine, such as naturopaths, Ayurvedic practices, Native American traditions, and homeopathic remedies.

3 credits

MSL 562 People and Experience

This course is an introduction to providing strategy and best practice principles for healthcare leaders on the topic of people and experience. Students will be exposed to practical situations and problem solving approaches based on innovative practices and legal compliance to enhance the overall employee experience in an organization. Course topics include staffing and workforce planning, organizational strategy and design, compensation, employee engagement, change management, reducing lateral violence, and employee relations.

3 credits

MSL 565 Healthcare Budget & Financial Planning

The course is designed to impart a working knowledge of introductory accounting and financial management concepts, techniques, and vocabulary as they apply to health care organizations. The student will first focus on understanding the principles and practices of financial accounting, and the methods for analyzing and using financial accounting information for decision-making. Then the student will explore managerial accounting concepts, and apply these concepts to organizational planning and control. Finally, the student will develop skills in the valuation of cash flows, and discuss ways that health care organizations use financial markets to raise funds and invest in projects.

3 credits

MSL 591 Independent Study

Study of topics in professional specialties consistent with career roles or aspirations may be arranged as independent study projects. Student conducts the study under contract with an assigned instructor. 1, 2, 3, or 4 credits can be taken with a limit of 4 credits total.

Prerequisite: Admitted Candidate.

1-4 credits arranged

MSL 592/692 Special Topics

Special Topics offers one of two opportunities. A faculty member or invited distinguished scholar to prepare and present a course on a professional topic. The course may be organized similar to a regular course or with a non-traditional format that best supports the course outcomes. The second enables the student and advisor may structure a unique experience to enhance the student degree plan.

Prerequisite: Permission of the Advisor.

1-3 credits

MSL 600 Professional Development Seminar

Students may attend with approval a professional conference related to their field of study and complete further research on an approved topic.

Prerequisite: Approval of an MSL instructor and internet access required.

1-3 credits

MSL 610 Leadership and Innovation in Organizations

The outcomes will concentrate on motivating and empowering managers to reason, act, and reflect on the principles and practices of inspiring and effective leaders in not-for-profit organizations. Review of the literature on leadership practices and outcomes for the improvement of organizations. Each student will complete a leadership self-assessment and advancement plan.

3 credits

MSL 620 Strategy Formation, Planning and Evaluation

The strategy process represents an essential opportunity for organizational leaders to establish, implement and guide the organization's direction. This course introduces students to the principal practices and theorists of contemporary strategic thinking. Students will focus on strategic analysis of case materials and the strategic practices of their organizations. This course equips leaders for success in their development of vision and emphasizes strategic leadership as a life skill rather than as just a business skill. This perspective is necessary to equip leaders with enough practice and reinforcement to develop the strategic agility needed in health care organizations, non-profit organizations, and the for-profit arena.

Prerequisite: MSL 516

3 credits

MSL 660 Health Care Finance

Financial management is comprised of highly technical subfields, including accounting, auditing, purchasing, budgeting, cash management, and risk management. The application of these concepts to health care organizations is the focus of this course. The billing of third-party payers, and navigation of the standardized reimbursement schemes such as Resource Utilization Groups (RUG-III for long-term care facilities), Diagnostic Related Groups (DRG for acute care facilities), and Diagnostic and Statistical Manual (DSM-IV for mental health services). The use and understanding of CPT and ICD codes is also presented.

Prerequisite: MSL 503

3 credits

MSL 695 Internship/Project

This internship/capstone project experience will focus on applying the knowledge learned in one or more of the following healthcare administration concentration courses to an organization depending on the student's choice of internship/capstone project model: Healthcare systems, Informatics and data management, Transformational leadership, Ethics and law, People and experience, Healthcare finance and budget. Choice of internship/capstone project model includes: Each of the six topics above is more thoroughly explored in a one credit internship or 60 hours over an 8 week course; Choose two of the topics above to more thoroughly explore over 180 hours or 24 weeks each. This translates to one credit every 8 weeks. Using the appropriate systems, informatics, ethical, people and/or financial theories and principles, the student may assess, create, implement and evaluate a program and/or project depending upon the internship/capstone project model. Within the 60 hours of each internship/capstone period, the student and faculty member will discuss and decide on agreed upon specific learning outcomes and assignments to demonstrate skills and competencies for the appropriate topic at the graduate level.

Prerequisite: Program Coordinator/Advisor Approval

1-6 credits

MSL 699 Thesis

The student must form a Master's Thesis committee with the faculty member who agrees to serve as chair of the

committee. The student must prepare a thesis or project proposal with one copy provided to the committee chairperson and the Academic Dean. Permission. To proceed with the thesis, permission must be in writing from the chair of the committee. The thesis documents and integrates the breadth of knowledge gained across the program, and how the knowledge and skills could be implemented in the work place. The thesis contains a presentation component that clearly articulates the completed document as determined by the student and committee.

Prerequisite: Admitted MSL Advanced Candidate, MSL 516 and permission of advisor
1-3 credits

MSM 515 Governmental and Not for Profit Accounting

This course will explore the fundamentals of governmental and not-for-profit accounting. This course will pursue an understanding of general, governmental, not-for-profit and health care accounting, financial reporting, and financial statement analysis. This course will benefit accounting students who are preparing for the Uniform Certified Public Accountant (CPA) examination and for civil service and the Certified Government Financial Manager (CGFM) examination. Public administration majors who seek to be employed by governmental and not-for-profit organizations, including the federal and state government, health care entities, colleges and universities, and voluntary health and welfare organizations.

3 credits

