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# ACADEMIC CALENDAR

## 2021-2022 Important Dates - 16 Week Term

### Fall 2021

Date	Event
August 30	Fall Classes Begin
September 6	Labor Day – campus closed
September 8 - 13	instructor permission required to add class to existing schedule
September 13	last day for schedule changes (adding/changing) without instructor permission
September 13	last day to drop courses with no reflection on transcripts
September 13	last day for schedule changes
September 14	drops require student/advisor signature and will reflect “W” on transcripts
October 15	deadline to apply for May and August 2022 graduation
October 25 - 29	Fall Break
October 25	mid-term grades due entered and available in ArgoExpress at 5pm
October 25	spring 2022 registration begins (priority registration)
November 15	last day to drop courses with “W”
November 16 - December 10	any dropped courses will reflect in a WP or WF on transcripts
November 24 - 26	Thanksgiving Observance – Campus Closed
December 10	last day to drop courses
December 10	incomplete requests due to Registrar’s Office
December 13 - 17	final examinations
December 17	last day of fall semester
December 21	final grades due in ArgoExpress by 12:00pm (Mountain Time)
December 23	final grades available to students in ArgoExpress
January 3	academic/financial aid appeals due by 5pm

### Spring 2022

Date	Event
January 10	spring classes begin
January 17	Martin Luther King Jr. Day – Campus Closed
January 19 - 24	instructor permission required to add class to existing schedule
January 24	last day for schedule changes (adding/changing) without instructor permission
January 24	last day to drop courses with no reflection on transcripts
January 25	drops require student/advisor signature and will reflect “W” on transcripts
February 21	President’s Day - Campus Closed
February 22	summer registration begins
March 7 - 11	Spring Break
March 21	fall registration begins (priority registration)
March 28	last day to drop courses with “W”
March 29	University Assessment Day - No Campus Classes
March 29 - April 22	any dropped courses will reflect in a WP or WF on transcripts
April 15	deadline to apply for December 2022 graduation
April 15 - 18	Easter Observance – Campus Closed
April 22	last day to drop courses
April 22	incomplete requests due to Registrar’s Office
April 25 - 29	final examinations
April 29	last day of spring semester
April 29	Baccalaureate
April 30	May Commencement Ceremony
May 3	final grades due in ArgoExpress by 12:00pm (Mountain Time)

<b>Date</b>	<b>Event</b>
May 5	final grades available to students in ArgoExpress
June 14	academic/financial aid appeals due by 5pm

Please refer to the Academic Calendars posted on the UProvidence website for specific drop/add/refund information specific to each calendar (5 week, 8 week, and 16 week).

# GRADUATE

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Licensed Professional Counselor by the Montana Board of Social Work Examiners and Professional Counselors.

## University of Providence Fall 2021 Graduate Content

- General Information
- Accreditation and Affiliations
- Certification and Licensure
- Degree Program Contact Information
- Graduate Faculty and Program Contacts
- Graduate Studies Mission
- Programs
- Graduate Admission
- Financial Aid
- Academic Policy and Procedure
- Codes of Professional Conduct
- Master's Degree Requirements
- Course Descriptions

**Note:** Graduate policies which differ from that listed in the above section, are noted independently, below and apply only at the Graduate level.

## 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.

Additional details on accreditation, including programmatic accreditation, can be found on the Office of the Provost webpage.

## 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 Clinical Mental Health Counseling prepares the program graduate to apply for licensure as a

## Degree Program Contact Information

Name	Email	Phone
Dr. Sachin Jain	sachin.jain@uprovidence.edu	406-791-5381

- Master of Science in Clinical Mental Health Counseling, Addiction Counseling Concentration
- Master of Science in Clinical Mental Health Counseling, Rehabilitation Counseling Concentration

Name	Email	Phone
Dr. Lynette Savage	lynette.savage@uprovidence.edu	

- Master of Science in Nursing, Nurse Educator
- Master of Science in Nursing, Adult Gerontology Nurse Practitioner

Name	Email	Phone
Dr. Katrina Stark	katrina.stark@uprovidence.edu	406-791-5332

- Master of Science in Organization Leadership, Management

Name	Email	Phone
Dr. Diane Lund	diane.lund@uprovidence.edu	406-791-5951

- Master of Science in Infection Prevention & Epidemiology

Name	Email	Phone
Dr. Frankie Lyons	frankie.lyons@uprovidence.edu	406-791-5975

- Master of Healthcare Administration

Name	Email	Phone
Mr. Tom Raunig	thomas.raunig@uprovidence.edu	406-791-5361

- Master of Science in Sports Management

Name	Email	Phone
Dr. Frankie Lyons	frankie.lyons@uprovidence.edu	406-791-5975

- Health Justice Certificate

Name	Email	Phone
Dr. Frankie Lyons	frankie.lyons@uprovidence.edu	406-791-5975

- Community Health Investment

Name	Email	Phone
Dr. Deanna Koepke	deanna.koepke@uprovidence.edu	406-791-5241

- Mission Leadership Certificate

Name	Email	Phone
Dr. Lynette Savage	lynette.savage@uprovidence.edu	

- Nurse Educator Certificate

# Graduate Faculty and Program Contacts

## Graduate Full-Time Faculty

### A

Mary Amick (2020)  
Associate Professor of Healthcare Administration  
B.A. Idaho State University  
Master of Adult Education and Organizational Development, Oregon State University  
Ed.D. University of Southern California

### B

Gail A. Belfert (2010)  
Professor of Criminal Justice  
B.A. Rutgers College  
J.D. Antioch Law School

### C

Jaime Coles-Duff (2019)  
Assistant Professor of Nursing  
B.S.N. Oregon Health & Science University  
M.S., D.N.P. Gonzaga University

### J

Sachin Jain (2019)  
Associate Professor of Counseling  
B.S., CSJM Kanpur University  
M.A., V.B.S. Purvanchal University  
Ph.D., University of Wyoming  
**Program Director: MSC**

### K

Deborah J. Kottel (1987)  
Professor of Legal & Paralegal Studies  
B.S. Loyola University  
J.D. DePaul University

### L

James Lautenschlager (2020)  
Assistant Professor of Business Administration  
B.S., M.B.A. Capella University

Sylvia Lindinger-Sternart (2015)  
Associate Professor of Counseling  
B.S., M.S. University of Salzburg  
M.S. Bowling Green State University  
Ph.D. University of Toledo

S. Diane Lund (2003)  
Professor of Biology  
B.A. Carroll College  
Ph.D. University of Cincinnati, College of Medicine  
**Program Lead: MSI**

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  
**Division Chair, Health Programs**

### M

Lyndon C. Marshall (1984)  
Professor of Computer Science  
B.S. College of Great Falls  
M.B.A. University of Montana  
Ed.D. Montana State University  
C.D.P. Certified Data Processor  
C.S.P. Certified Systems Professional

### P

Robert Packer (2011)  
Professor of Psychology  
B.A. Brigham Young University  
B.S. Utah State University  
M.S., Ph.D. Washington State University

Tami Park, CPA (2007)  
Professor of Accounting  
B.S., M.S. University of Great Falls

### R

Thomas A. Raunig (2008)  
Professor of Education & Sports Management  
B.S., M.A. University of Montana  
Ed.D. Montana State University

Jared Roberts (2016)  
Assistant Professor of Counseling  
B.S. Brigham Young University  
M.S. Idaho State University  
Ph.D. George Washington University

### S

Lynette Savage (2014)  
Associate Professor of Nursing  
B.S. Phillips University  
B.S.N. University of Central Oklahoma  
M.S. University of Colorado  
Ph.D. Walden University  
**Program Director: MSN**

Teresa Seright (2018)  
Associate Professor of Nursing  
B.S.N. Minot State University  
M.S., Ph.D. University of North Dakota

Bryan Slavik (2015)  
Senior Lecturer of Criminal Justice  
B.S., M.S. University of Great Falls

Katrina Stark (2008)  
Professor of Business Administration  
B.A. Scripps College  
M.S. Troy University  
D.M. University of Phoenix  
**Program Coordinator: MSL-MGT**

## 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 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 Clinical Mental Health Counseling (MSC)
  - Addiction Counseling Concentration
  - Rehabilitation Counseling Concentration
- Master of Science in Infection Prevention & Epidemiology (MSI)
- Master of Science in Nursing Education (MSN)

- Nursing Educator (NE)
- Adult Gerontology Nurse Practitioner (AGNP)
- Nursing Educator Certificate
- Master of Science in Organization Leadership (MSL)
  - Management (MGT)
- Certificate - Health Justice
- Certificate - Community Health Investment
- Certificate - Mission Leadership

Each of these program 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 or certificate. Prospective students should carefully read the course descriptions required in the degree or certificate 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 program. Faculty members are available to assist in curricular planning.

Failing to read and understand program requirements is not a defense for non-completion of any portion of a program. Program planning guides are available within DegreeWorks.

# Clinical Mental Health Counseling

**Program Director: Sachin Jain, 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 Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), granted accreditation to the Department of Counseling at University of Providence: Clinical Mental Health Counseling (M.S.) effective July 31, 2017. The counseling department has submitted the Interim Report in December 2018 to expand CACREP accreditation until 2025.

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 National Counselor Examination (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE), which are used by Montana and other states as a requirement for licensure as a professional counselor. 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.

## Transfer Credits

Up to twelve (12) semester hours of post-baccalaureate credit from a regionally accredited, CACREP accredited institution of higher education may be transferred toward the 60 credit 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 director of the MSC program. (Consult Credit Aging policy).

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

Code	Title	Credits
MSC 512	THEORIES OF COUNSELING	3
MSC 517	TECHNIQUES OF COUNSELING	3
MSC 607	GROUP COUNSELING	3
MSC 617	ADV. TECHNIQUES OF COUNSELING	3
MSC 695	COUNSELING PRACTICUM	3
MSC 696	ADVANCED INTERNSHIP I	3
MSC 697	ADVANCED INTERNSHIP II	3

## 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:

Code	Title	Credits
MSC 500	PROF ORIEN AND ETHICS	3
MSC 516	RSRCH MTHDS & STATS FOR CNSLNG <sup>1</sup>	3
MSC 508	PSYCHOPATHOLOGY	3
MSC 512	THEORIES OF COUNSELING <sup>1</sup>	3
MSC 515	STANDARD TEST & INDIV ASSESS	3
MSC 517	TECHNIQUES OF COUNSELING <sup>1</sup>	3
MSC 606	MULTICULTURAL COMPETENCE	3
MSC 607	GROUP COUNSELING	3

- have completed at least 12 semester hours of the above courses at the University of Providence.

<sup>1</sup>

Must have a B or better.

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.

## Program Outcomes

The specific MSC curriculum components are designed to embrace not only the broader University of Providence 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 described below:

1. Professional Counseling Orientation and Ethical Practice – By the end of this program, students will be able to evaluate ethical practice according to the counseling profession; describe ethical practice according to the counseling profession; and synthesize elements of ethical practice in counseling.
2. Social and Cultural Diversity – By the end of this program, students will be able to analyze the impact of social and cultural diversity on served clientele; determine multicultural theories to describe cultural identity development; and integrate this knowledge to provide examples of multicultural counseling competencies.
3. Human Growth and Development – By the end of this program, students will be able to determine theories of individual and family development across the lifespan; and describe factors that affect human development, functioning, and behavior.
4. Career Development – By the end of this program, students will be able to analyze theories and models of career development related to counseling; describe strategies for career development program planning and implementation; and identify approaches for conceptualizing the interrelationships among work, relationships, and mental well-being.
5. Counseling and Helping Relationships – By the end of this program, students will be able to analyze theories and models of counseling; identify relevant counseling interventions suitable to a specific population; and integrate gained knowledge and formulate a personal model of counseling.
6. Group Counseling and Group Work – By the end of this program, students will be able to determine theories of group counseling and group work; identify dynamics related to group process and development; synthesize gained knowledge to demonstrate relevant strategies to facilitate groups.
7. Assessment and Testing – By the end of this program, students will be able to define basic concepts of assessment procedures in counseling; identify relevant strategies for selecting appropriate tests in counseling; and evaluate assessment results to diagnose developmental, behavioral, and mental disorders.

8. Research and Program Evaluation – By the end of this program, students will be able to indicate the importance of research in advancing the counseling profession; identify evidence-based counseling practices; analyze various methods used in research and program evaluation; and evaluate statistical methods used in conducting research and program evaluation.

## Degree Requirements

Master's Degree Requirements

### Addiction Counseling Concentration, MSC

**Plan Template: Counseling - Addiction Counseling**

**Description: Master of Science**

**# of Terms: 8**

**Term Start: Fall**

Course	Title	Credits
<b>Year 1</b>		
<b>Fall</b>		
MSC 500	PROF ORIEN AND ETHICS	3
MSC 512	THEORIES OF COUNSELING	3
MSC 517	TECHNIQUES OF COUNSELING	3
<b>Credits</b>		<b>9</b>
<b>Spring</b>		
MSC 516	RSRCH MTHDS & STATS FOR CNSLNG	3
MSC 553	COUNSELING THE ADDICTED CLIENT	3
MSC 617	ADV. TECHNIQUES OF COUNSELING	3
<b>Credits</b>		<b>9</b>
<b>Summer</b>		
MSC 511	ALCOHOL AND DRUG STUDIES	3
<b>Credits</b>		<b>3</b>
<b>Year 2</b>		
<b>Fall</b>		
MSC 529	DEVELOPMNT ACROSS THE LIFESPAN	3
MSC 508	PSYCHOPATHOLOGY	3
MSC 606	MULTICULTURAL COMPETENCE	3
<b>Credits</b>		<b>9</b>
<b>Spring</b>		
MSC 604	CAREER COUNSELING	3
MSC 695	COUNSELING PRACTICUM	3
MSC 607	GROUP COUNSELING	3
<b>Credits</b>		<b>9</b>
<b>Summer</b>		
MSC 515	STANDARD TEST & INDIV ASSESS	3
<b>Credits</b>		<b>3</b>
<b>Year 3</b>		
<b>Fall</b>		
MSC 527	EVID. BASED PRAC. & OUTCM EVAL	3
MSC 696	ADVANCED INTERNSHIP I	3
MSC 620	GAMBLING & GAMBLING DISORDERS	3
<b>Credits</b>		<b>9</b>
<b>Spring</b>		
MSC 520	CRISIS PLAN AND INTERVENTION	3
MSC 697	ADVANCED INTERNSHIP II	3
MSC 630	MEDICAL INFORMATION FOR COUNSELORS	3
<b>Credits</b>		<b>9</b>
<b>Total Credits Required:</b>		<b>60</b>

## Rehabilitation Counseling Concentration, MSC

**Plan Template: Counseling - Rehabilitation Counseling**

**Description: Master of Science**

**# of Terms: 8**

**Term Start: Fall**

Course	Title	Credits
<b>Year 1</b>		
<b>Fall</b>		
MSC 500	PROF ORIEN AND ETHICS	3
MSC 512	THEORIES OF COUNSELING	3
MSC 517	TECHNIQUES OF COUNSELING	3
<b>Credits</b>		<b>9</b>
<b>Spring</b>		
MSC 516	RSRCH MTHDS & STATS FOR CNSLNG	3
MSC 553	COUNSELING THE ADDICTED CLIENT	3
MSC 617	ADV. TECHNIQUES OF COUNSELING	3
<b>Credits</b>		<b>9</b>
<b>Summer</b>		
MSC 507	INTRODUCTION TO REHABILITATION COUNSELING	2
MSC 518	REHAB COUNSELING SRVCS	1
<b>Credits</b>		<b>3</b>
<b>Year 2</b>		
<b>Fall</b>		
MSC 529	DEVELOPMNT ACROSS THE LIFESPAN	3
MSC 508	PSYCHOPATHOLOGY	3
MSC 606	MULTICULTURAL COMPETENCE	3
<b>Credits</b>		<b>9</b>
<b>Spring</b>		
MSC 604	CAREER COUNSELING	3
MSC 695	COUNSELING PRACTICUM	3
MSC 607	GROUP COUNSELING	3
<b>Credits</b>		<b>9</b>
<b>Summer</b>		
MSC 515	STANDARD TEST & INDIV ASSESS	3
<b>Credits</b>		<b>3</b>
<b>Year 3</b>		
<b>Fall</b>		
MSC 527	EVID. BASED PRAC. & OUTCM EVAL	3
MSC 696	ADVANCED INTERNSHIP I	3
MSC 635	JOB DEV & PLCMT IN REHAB CNSL	1
MSC 621	PSYCHOSOCIAL ASPECTS OF DISABILITY	2
<b>Credits</b>		<b>9</b>
<b>Spring</b>		
MSC 520	CRISIS PLAN AND INTERVENTION	3
MSC 697	ADVANCED INTERNSHIP II	3
MSC 630	MEDICAL INFORMATION FOR COUNSELORS	3
<b>Credits</b>		<b>9</b>
<b>Total Credits Required:</b>		<b>60</b>

\*Plan templates are based on the most current catalog and ideal route for degree completion, and should only be used to get an idea of what degree completion may look like. New and enrolled students should log into DegreeWorks to see their specific degree requirements.

## Community Health Investment

In the Community Health Investment certificate program, students will explore health equity, and social determinants to develop a broad understanding of population health and identify collaborative

opportunities for healthcare providers and community-based partners. Course work includes emphasis on skill set development in interpreting data from health systems, community health needs assessments, payers, public data sets, emerging geospatial analytics and information systems. Students will delve into the roles of policy and regulatory requirements, along with emerging funding models that include pay for success, and socially responsible investing principles.

The certificate blends foundational concepts and application with a goal of preparing champions and leaders of community and health system collaborations to serve communities. Using a case-based approach, learners will use quality improvement and performance management methods to address specific social drivers (e.g. food insecurity, housing instability, transportation barriers, education, social isolation, financial insecurity). During the capstone course, students will be involved in creating, implementing or evaluating a community health advancement program or project.

## Program Themes

1. Compassionate caring with the poor and vulnerable
2. Advancing community health and equity, diversity and inclusion
3. Developing ethical leadership and strategic partnerships
4. Effective communication and community engagement
5. Advancing lifelong learning and developing pathway for equitable workforce development
6. Addressing upstream social drivers of health with rigor, quality improvement, and return on social and financial investment

## Program Leadership

The CHI Certificate Program is led by members of the Providence Community Health Investment team. These distinguished executives include:

- Dora Barilla, DrPH, MPH, CHES Group Vice President, Community Health Investment
- Dana Codron, Regional Director Community Health Investment - Northern California
- Tavia Hatfield, M Ed, Regional Director Community Health Investment - Texas and New Mexico

## Program Design

The Community Health Investment Certificate Program is offered as both a freestanding option and an addition to the University of Providence Master of Healthcare Administration. The MHA is aligned with 19 competencies (<https://www.uprovidence.edu/academics/explore-programs/healthcare-administration/community-health-investment/>) from the National Center for Healthcare Leadership (NCHL). The University of Providence MHA program has been granted eligibility for accreditation by the Commission on Healthcare Management Education (CAHME) and has submitted candidacy documents. If approved, the program will advance to candidacy and self-study in preparation for accreditation site visit. Instructional design of the Community Health Investment courses and syllabi is guided by Quality Matters (QM) principles to enhance the online learning experience.

## Program Outcomes

1. Analyze and understand concepts of community health, population health, health equity, social drivers of health; understand differences

and synergies between concepts, and describe how they are applied in partnership with others, in our communities and health systems

2. Demonstrate clear understanding of policy and regulatory requirements for community benefit; principles and concepts of upstream quality improvement; community health data and analytics; financing community health; principles of health equity
3. Apply skills of ethical leadership with strategic internal and community partnerships to support health systems and community partners, to define their roles in advancing community health and equity.

## Community Health Investment Certificate

The certificate may be completed prior to enrolling in the MHA program of after completion of the MHA.

Code	Title	Credits
MHA 507	ESSENTIALS OF COMMUNITY HEALTH AND HEALTH EQUITY	3
MHA 508	HEALTH INEQUITIES AND SOCIAL EPIDEMIOLOGY	3
MHA 509	COMMUNITY HEALTH DATA ANALYTICS AND FINANCING	3
MHA 513	INTRO TO UPSTREAM QUALITY IMPROVEMENT FOR COMMUNITY HEALTH	3
MHA 525	TRANSFORMATIONAL LEADERSHIP	3
MHA 694	INTERNSHIP / CAPSTONE	1
<b>Total Credits Required:</b>		<b>16</b>

## Program Structure

- Content delivery: 8-week online master's level courses with short breaks between courses.
- Courses are designed for working professionals.
- Length of semesters: Two 8-week terms and a brief break within each semester.
- Program length if all courses are taken in sequence: 3 semesters.

Course	Title	Credits
<b>Semester I</b>		
<b>Term 1</b>		
MHA 507	ESSENTIALS OF COMMUNITY HEALTH AND HEALTH EQUITY	3
<b>Term 2</b>		
MHA 508	HEALTH INEQUITIES AND SOCIAL EPIDEMIOLOGY	3
		<b>Credits</b>
		<b>6</b>
<b>Semester II</b>		
<b>Term 1</b>		
MHA 509	COMMUNITY HEALTH DATA ANALYTICS AND FINANCING	3
<b>Term 2</b>		
MHA 513	INTRO TO UPSTREAM QUALITY IMPROVEMENT FOR COMMUNITY HEALTH	3
The following elective may be taken:		1
MHA 521	POPULATION HEALTH - A COMMUNITY ORIENTATION	
		<b>Credits</b>
		<b>7</b>
<b>Semester III</b>		
<b>Term 1</b>		
MHA 525	TRANSFORMATIONAL LEADERSHIP	3
<b>Term 2</b>		

Course	Title	Credits
MHA 694	INTERNSHIP / CAPSTONE	1
	<b>Credits</b>	<b>4</b>
	<b>Total Credits Required:</b>	<b>17</b>

## Health Justice

### Health Justice Certificate Program

In the Health Justice Certificate Program, students will explore population health related challenges and the possibilities of Medical-Legal Interventions. The certificate program begins with an introduction to Population Health. This is followed by an exploration of health inequities and social epidemiology. Next is a study of Health Justice where the social determinants of health and indicators for medical legal partnerships are examined. Collaborative approaches to improving the health of communities through policy advocacy will be explored. The final Advocacy in Action Capstone seminar highlights how Health Justice grass root approaches can change the healthcare landscape.

The certificate blends theory and application with a goal of preparing students to serve as organizational resources for medical-legal interventions as part of population and community health efforts. Students will be encouraged to identify a specific area of interest as they begin coursework, and incorporate interests into assignments. This strategic approach can result in a valuable portfolio of resources, data and advocacy statements, as well as visual and oral presentations that will be the cumulative work product.

The certificate may be completed prior to enrolling in the MHA program of after completion of the MHA.

### Program Leadership and Faculty

**Traci Rooks, JD, CHC**

Traci Rooks is a graduate of the University of Idaho College of Law. Traci began her work with Medical-Legal Partnership with the Spokane Health Justice Initiative in 2014. As a legal volunteer, Traci examined work flows between medical and legal partners for potential improvement. She wrote policies and procedures for medical, legal, and law school partners. She also aggregated and evaluated patient-client data for reporting and compliance with grant guidelines. In addition, Traci has been a member of the Washington State Coalition of Medical- Legal Partnerships participating in state-wide efforts to establish new medical-legal partnerships and navigate challenges for established partnerships. The foundation for this very important work having been completed, Traci broadened the application of medical-legal partnership to higher education at University of Providence.

Traci is currently an Investigator for Providence Risk and Integrity Services. Prior to her work as an Investigator, Traci was a Compliance Manager and Privacy Officer for Lincoln Hospital and a Compliance Specialist for Providence St. Joseph Health. Over the years, Traci has also been active in the Health Law Sections of both the Washington State Bar and the American Bar Association. Traci joined the adjunct faculty at University of Providence in 2018, teaching Healthcare Law & Ethics for the Master of Healthcare Administration Program.

Traci is committed to equipping tomorrow's healthcare leaders and legal advocates to embrace the precepts of pairing health and justice. The Health Justice program is supported by a cadre of talented faculty. MHA

practitioner faculty are experienced in their specialty areas and share a goal of linking theory to practice for students.

### Program Design

The Health Justice Certificate Program is offered as both a freestanding option and an addition to the University of Providence Master of Healthcare Administration. The MHA is aligned with 19 competencies (<https://www.uprovidence.edu/academics/explore-programs/healthcare-administration/health-justice/>) from the National Center for Healthcare Leadership (NCHL). The MHA has been granted eligibility for accreditation by the Commission on Healthcare Management Education (CAHME) and has submitted candidacy documents. If approved, the program will advance to candidacy and self-study in preparation for accreditation site visit. Instructional design of the Community Health Investment courses and syllabi is guided by Quality Matters (QM) principles to enhance the online learning experience.

### Health Justice Certificate Program Outcomes

1. Recognize indicators for medical-legal interventions.
2. Investigate social determinants of health, epidemiology, and health inequities.
3. Synthesize information about health inequities, social determinants, and epidemiology to create intervention strategies.
4. Demonstrate skills in searching and evaluating literature to facilitate evidence-based decision making.
5. Create and evaluate approaches to medical legal interventions.
6. Apply persuasive writing and oral communication techniques to advocate for legislative change.

### Health Justice Certificate Program

Code	Title	Credits
MHA 504	HEALTH JUSTICE (MEDICAL - LEGAL PARTNERSHIP)	3
MHA 508	HEALTH INEQUITIES AND SOCIAL EPIDEMIOLOGY	3
MHA 518	EVIDENCE BASED MANAGEMENT FOR HEALTHCARE LEADERS	3
MHA 521	POPULATION HEALTH - A COMMUNITY ORIENTATION	1
MHA 525	TRANSFORMATIONAL LEADERSHIP	3
MHA 528	HEALTH JUSTICE ADVOCACY IN ACTION CAPSTONE SEMINAR	3

**Total Credits Required: 16**

### Program Structure and Format

- Content delivery: 8-week online master's level courses with short breaks between courses.
- Courses are designed for working professionals.
- Length of semesters: Two 8-week terms and a brief break within each semester.
- Program length if all courses are taken in sequence: 3 semesters.

Course	Title	Credits
<b>Semester I</b>		
MHA 504	HEALTH JUSTICE (MEDICAL - LEGAL PARTNERSHIP) (First 8-week term)	3

Course	Title	Credits
MHA 508	HEALTH INEQUITIES AND SOCIAL EPIDEMIOLOGY (Second 8-week term)	3
<b>Credits</b>		<b>6</b>
<b>Semester II</b>		
MHA 518	EVIDENCE BASED MANAGEMENT FOR HEALTHCARE LEADERS (First 8-week term)	3
MHA 521	POPULATION HEALTH - A COMMUNITY ORIENTATION (Second 8-week term)	1
<b>Credits</b>		<b>4</b>
<b>Semester III</b>		
MHA 525	TRANSFORMATIONAL LEADERSHIP (First 8-week term)	3
MHA 528	HEALTH JUSTICE ADVOCACY IN ACTION CAPSTONE SEMINAR (Second 8-week term)	3
<b>Credits</b>		<b>6</b>
<b>Total Credits Required:</b>		<b>16</b>

## Healthcare Administration

### Master of Healthcare Administration

**Program Director:** Frankie Lyons, Ed.D. and Mary Amick, Ed.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

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.

### Program Mission

Our mission is to partner with and support healthcare professionals who are seeking to advance their careers. Our curriculum and practitioner faculty translate theory to workplace application with a focus on knowledge and competency building, along with leadership development. Assignments and Capstone Projects reflect development of competencies required for healthcare leadership.

The curriculum was designed to nurture accountable leaders who approach challenges analytically, reviewing data and evidence, while integrating ethical, compassionate, cultural, regulatory, and legal considerations in decision-making. The program highlights intrapersonal understanding and self-development to support cultivating collaboration and leading teams to execute change. The central focus of the program

is leadership development, with courses and concepts woven through the program to complement didactic learning about the health-care system.

Our program tracks serve two distinct segments of healthcare professionals. The Master of Healthcare Administration track supports early to mid-careerists who are interested in broadening their understanding of the healthcare system, financial and managerial approaches, and developing skills in analyzing data and evidence in decision-making. The Executive Master of Healthcare Administration track supports healthcare professionals who have advanced their careers and now seek to refine leadership competencies in aspects of anticipating, managing, and responding to industry changes. Both tracks are offered online to better accommodate the responsibilities of working healthcare professionals.

### Program Values

The Master of Healthcare Administration program values reflect the university's focus on character, competence, and commitment along with the university core themes of seeking to understand, living in community and searching together. We believe healthcare leaders must exemplify character, competence, and commitment to serve and lead. Together we seek to understand the healthcare environment, the inherent challenges of delivering quality care, and the diverse needs of stakeholders. We live in community with stakeholders - patients, their loved ones, and provider/caregivers from all specialties and settings. Together, we search daily for the best approaches to delivering quality care and for developing healthier communities.

### Program Vision

Through an emphasis on workplace application focused on the development of character, competence and commitment, we will develop professionals well equipped to handle current and future healthcare needs and become the program of choice for working healthcare professionals who wish to prepare for the next steps in leadership.

## Master of Healthcare Administration, Executive Track

The Executive Masters in Health Administration (Executive MHA) degree develops core health system knowledge, leadership skills and business acumen in high potential executives of the United States' largest health systems. Created to prepare senior executives to respond to and manage organizational change, the program equips graduates to drive innovation, lead through collaboration, and practice adaptive and predictive thinking in the ever-changing healthcare environment. The executive MHA is designed to produce graduates prepared to take on corporate executive leadership positions at health systems across the country.

The Executive MHA degree was created in partnership between the University of Providence (the University) and The Health Management Academy (The Academy), an educational services organization with a long-standing relationship with Providence St. Joseph Health (PSJH). Cognizant of the dearth of interdisciplinary and collaborative leadership development programs in the healthcare industry, the Executive MHA enrolls nationwide cohorts of administrative, financial, nurse and physician executives, and is housed in the School of Health Professions at the University. This major has restricted enrollment and is not offered to the general public.

## Healthcare Administration (MHA) Program Learning Outcomes

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

1. Apply systems and leadership theories to affect change and meet strategic goals.
2. Integrate ethical, compassionate, cultural, regulatory, and legal components 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 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.

## Healthcare Administration (Executive MHA) Program Goals

1. Improve competencies in healthcare knowledge, leadership skills, and business acumen to implement innovative initiatives;
2. Problem solve and collaborate around challenges, trends and opportunities impacting US healthcare;
3. Build a nationwide network of peers and foster collegial relationships;
4. Engage in cross-disciplinary conversations with current and retired corporate health system executives;
5. Access professional development and mentoring.

## Degree Requirements

Master's Degree Requirements

### Healthcare Administration

Plan Template: Master in Healthcare Administration

Description: Master in Healthcare Administration

# of Terms: 6

Term Start: Fall

Course	Title	Credits
<b>Year 1</b>		
<b>Fall</b>		
MHA 510	LEADERSHIP THEORY	3
MHA 522	PREPARATION, PROFESSIONALISM, AND ADVOCACY	1
MHA 531	SOCIAL JUSTICE, LAW, AND POLICY IN HEALTHCARE	3
<b>Credits</b>		<b>7</b>
<b>Spring</b>		
MHA 518	EVIDENCE BASED MANAGEMENT FOR HEALTHCARE LEADERS	3
MHA 512	APPLIED LEADERSHIP	3
MHA 521	POPULATION HEALTH - A COMMUNITY ORIENTATION	1
<b>Credits</b>		<b>7</b>
<b>Summer</b>		
MHA 502	HEALTHCARE SYSTEMS	3
MHA 565	HEALTHCARE BUDGETING & FINANCE PLANNING	3
<b>Credits</b>		<b>6</b>

Course	Title	Credits
<b>Year 2</b>		
<b>Fall</b>		
MHA 562	PEOPLE & EXPERIENCE	3
MHA 523	STRATEGIC PLANNING, MARKETING, AND THE PATIENT EXPERIENCE	1
MHA 505	HEALTHCARE INFORMATICS	3
<b>Credits</b>		<b>7</b>
<b>Spring</b>		
MHA 525	TRANSFORMATIONAL LEADERSHIP	3
MHA 524	REGULATIONS, RISK, AND COMPLIANCE	1
MHA 535	HEALTHCARE LAW & ETHICS	3
<b>Credits</b>		<b>7</b>
<b>Summer</b>		
MHA 698	CAPSTONE I	3
MHA 699	CAPSTONE II	3
<b>Credits</b>		<b>6</b>
<b>Total Credits Required:</b>		<b>40</b>

## Healthcare Administration, Executive Track

Code	Title	Credits
MHA 500	EXEC LEADERSHIP STRATEGIES	3
MHA 511	ENHANCING SOCIAL & EMOTIONAL INTELLIGENCE	3
MHA 520	LEADING CHANGE & NEGOTIATIONS	3
MHA 526	HEALTH SERVICES FINANCE	3
MHA 530	HEALTH, POLICY, ADVOCACY & ETHICS	3
MHA 540	DIVERSITY & INCLUSION	3
MHA 550	TRANSFORMING THE CONTINUUM OF CARE	3
MHA 560	DRIVING INNOVATION & MANAGING RISK	3
MHA 680	ACTION RESEARCH PROJECT I	2
MHA 690	ACTION RESEARCH PROJECT II	2
MHA 697	ACTION RESEARCH PROJECT III	2
Approved Electives		9
<b>Total Credits Required:</b>		<b>39</b>

### Approved Electives

Code	Title	Credits
MHA 506	ADV HLTH SYSTM SYNRGY & ALIGNM	3
MHA 515	DEVELOPING THE FUTURE WORKFORC	3
MHA 536	MARKETING, BRANDING & COMMUNITY RELATIONS	3
MHA 545	CLINICAL INFORMATICS & DECISION SUPPORT	3
MHA 555	REINFORCING RELIABILITY & VALUE	3
MHA 566	CONSUMERISM	3
MHA 570	THE PATIENT EXPERIENCE	3

\*Plan templates are based on the most current catalog and ideal route for degree completion, and should only be used to get an idea of what degree completion may look like. New and enrolled students should log into DegreeWorks to see their specific degree requirements.

## Infection Prevention & Epidemiology

Program Coordinator: Diane Lund, 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 healthcare 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

## Infection Prevention & Epidemiology Program Outcomes

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.

## Degree Requirements

Master's Degree Requirements

### Infection Prevention & Epidemiology (MSI)

**Plan Template: Infection Prevention and Epidemiology**

**Description: Master of Science**

**# of Terms: 6**

**Term Start: Fall**

Course	Title	Credits
<b>Year 1</b>		
<b>Fall</b>		
MSI 501	Introduction to Epidemiology	3
MSI 505	Statistics & Research Methods	3
<b>Credits</b>		<b>6</b>
<b>Spring</b>		
MSI 510	Principles and Epidemiology of Infectious Disease	3
MSI 515	Molecular & Immunological Methods in Infectious Disease	3
<b>Credits</b>		<b>6</b>
<b>Summer</b>		
MSI 520	Clinical Microbiology	3
MSI 525	Antimicrobial Stewardship	3
<b>Credits</b>		<b>6</b>
<b>Year 2</b>		
<b>Fall</b>		
MSI 530	Reprocessing & Environment of Care	3
MSI 535	Regulation and Quality Improvement	3
<b>Credits</b>		<b>6</b>
<b>Spring</b>		
MSI 540	Principles of Surveillance and Reporting	3
MSI 695	Internship & Capstone Project	1
MSI 545	Healthcare Informatics & Data Management	3

Course	Title	Credits
MSI 697	INTERNSHIP & CAPSTONE II	1
<b>Credits</b>		<b>8</b>
<b>Summer</b>		
MSI 550	Transformational Leadership	3
MSI 699	INTERNSHIP & CAPSTONE III	1
<b>Credits</b>		<b>4</b>
<b>Total Credits Required:</b>		<b>36</b>

\*Plan templates are based on the most current catalog and ideal route for degree completion, and should only be used to get an idea of what degree completion may look like. New and enrolled students should log into DegreeWorks to see their specific degree requirements.

## Mission Leadership

### Mission Leadership Certificate Program

The new Providence Mission Leadership Institute (MU) offers whole-person development in health care for caregivers aspiring to become Mission integration leaders and caregivers interested in Mission centered leadership education. Our vision is to prepare leaders who skillfully integrate Mission and Values into every sacred encounter with patients, families, caregivers, and the community. Participants will complete the program in a cohort-based model, and will be formed in servant leadership with particular focus on solidarity with vulnerable populations.

The Mission Leadership Certificate supports two specialized concentrations:

1. For caregivers aspiring to become Mission integration leaders, the program supports a concentration in Mission Integration.
2. For caregivers interested in Mission centered leadership, the program supports a concentration in Mission Centered Leadership.

Program Leadership and Faculty

Deanna Koepke, Ph.D.

### Health Justice Certificate Program Outcomes

1. Articulates and integrates the Mission with inspiration, influence and presence.
2. Models and forms caregivers to know, care, and ease the way for all.
3. Integrates learnings into the practice of servant leadership.
4. Utilizes knowledge to promote the common good and provide for those who are poor and vulnerable.
5. Apply learnings to live and lead from a whole-person perspective.

### Mission Leadership Certificate

Code	Title	Credits
XML 630	FUNDAMENTALS OF MISSION LEADERSHIP	3
XML 640	THE PROPHETIC DIMENSION OF MISSION	3
XML 650	LIVING THE GIFTS AND HERITAGE OF MISSION	3
XML 660	MISSION INTEGRATION LEADERSHIP PRACTICUM 1	3
or XML 670	MISSION-CENTERED LEADERSHIP PRACTICUM	
<b>Total Credits Required:</b>		<b>12</b>

1

Students enrolled in the Mission Integration Concentration will complete XML 660. Students enrolled in the Mission-Centered Leadership Concentration will complete XML 670.

## Nursing

### Nursing (MSN)

#### Program Themes

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

### Nursing Educator Concentration

Program Director: Lynette Savage

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 Vision

Students are prepared to be leaders in healthcare. Our unique partnership with Providence St. Joseph Health (PSJH) offers students the opportunity to receive a quality education with a direct connection to the healthcare industry.

- Career Ready
  - Designed for students to become skilled, competent, lifelong learners in a rapidly changing and complex healthcare arena.
- Convenient
  - Developed for working professionals.
- Engaged Teaching and Learning
  - Taught by highly qualified doctoral faculty that represent diversity in nursing experiences and specialties.
- Practicum Opportunities
  - The final course is the Teaching Practicum of 90 hours.

### Adult Gerontology Nurse Practitioner Concentration

Program Director: Lynette Savage

Courses in the curriculum are designed to meet the needs of adult learners who are motivated to complete this graduate program in seven semesters over 27 months. The MSN program core content will be shared between the program tracks of MSN Nurse Educator and MSN AGNP in the five core MSN courses. The MSN content meets the standards for the Essentials of Master's Education in Nursing that are required for accreditation in any MSN program track (AACN, 2011). The APRN track curriculum was developed by a group of experienced PSJH caregivers working as APRNs in the Montana, Washington and Oregon ministries. The design team used the mission, vision and values from UP and PSJH,



as well as the national standards from AACN, NONPF and the NTF, to serve as foundation for AGNP track development.

The University of Providence Master of Science Adult-Gerontology Primary Care Nurse Practitioner program prepares advanced practice registered nurses who demonstrate compassion, commitment and excellence to primary care for adult patients (adolescents through older adults), especially the poor and vulnerable. Upon completion of this degree, the graduate is eligible for the Adult-Gerontology Primary Care Nurse Practitioner certification and state licensure as an APRN.

## Nursing Educator Certificate

**Program Director: Lynette Savage**

The MSN Nursing Educator Certificate is aligned with four national organizations' standards and accrediting bodies. These include American Association of Colleges of Nursing (AACN) Master's Essentials, American Nursing Association Code of Ethics, Commission on Collegiate Nursing Education (CCNE), and National League of Nursing (NLN) Nurse Educator's Competencies. Instructional design of courses and syllabi will be guided by Quality Matters (QM) principles.

\*CCNE does not require accreditation of nurse educator certificates. Because of this, we can begin the certificate program at any time and not have to wait for a CCNE cycle visit. No additional costs for additional accreditation survey and site visit.

## Nursing (MSN)

### 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 inter-professional teams to improve individual and population health outcomes.

## Degree Requirements

Master's Degree Requirements

## Nursing (MSN)

### Core Curriculum

Code	Title	Credits
MSN 515	THEORETICAL FOUNDATIONS OF ADVANCED NURSING PRACTICE	3
MSN 522	STATISTICS, RESEARCH, & EBP	3
MSN 530	SOCIAL JUSTICE, LAW, AND POLICY IN HEALTHCARE	3
MSN 540	ORGANIZATIONAL LEADERSHIP	3

## Nursing Educator Concentration (MSN)

**Plan Template: Nursing, Nurse Educator**

**Description: Master of Science**

**# of Terms: 3**

**Term Start: Fall**

Course	Title	Credits
<b>Year 1</b>		
<b>Fall</b>		
MSN 505	ROLE OF NURSE EDUCATION ACROSS DIVERSE SETTINGS	3
MSN 515	THEORETICAL FOUNDATIONS OF ADVANCED NURSING PRACTICE	3
MSN 522	STATISTICS, RESEARCH, & EBP	3
MSN 530	SOCIAL JUSTICE, LAW, AND POLICY IN HEALTHCARE	3
<b>Credits</b>		<b>12</b>
<b>Spring</b>		
MSN 540	ORGANIZATIONAL LEADERSHIP	3
MSN 635	INFORMATICS AND HEALTHCARE TECHNOLOGIES	3
MSN 684	ADVANCED CONCEPTS IN ASSESSMENT, PATHOPHYSIOLOGY AND PHARMACOLOGY	3
MSN 694	ADVANCED CLINICAL PRACTICUM	1
<b>Credits</b>		<b>10</b>
<b>Summer</b>		
MSN 652	CURRICULUM DEVELOPMENT AND ANALYSIS	3
MSN 660	INNOVATIVE TEACHING AND EVALUATION STRATEGIES	3
MSN 670	ASSESSMENT AND EVALUATION IN NURSING EDUCATION	3
MSN 696	PRACTICUM IN NURSING EDUCATION	2
<b>Credits</b>		<b>11</b>
<b>Total Credits Required:</b>		<b>33</b>

## Adult Gerontology Nurse Practitioner Concentration (MSN)

**Plan Template: Nursing, Adult Gerontology Nurse Practitioner**

**Description: Master of Science**

**# of Terms: 6**

**Term Start: Fall**

Course	Title	Credits
<b>Year 1</b>		
<b>Fall</b>		
MSN 510	ROLE OF THE ADVANCED PRACTICE REGISTERED NURSE	3
MSN 515	THEORETICAL FOUNDATIONS OF ADVANCED NURSING PRACTICE	3
MSN 519	ADVANCED PATHOPHYSIOLOGY	3
<b>Credits</b>		<b>9</b>
<b>Spring</b>		
MSN 565	ADVANCED HEALTH ASSESSMENT & DIAGNOSTIC REASONING	3
MSN 573	ADVANCED HEALTH ASSESSMENT PRACTICUM	3
MSN 529	ADVANCED PHARMACOLOGY	3
<b>Credits</b>		<b>9</b>
<b>Summer</b>		
MSN 522	STATISTICS, RESEARCH, & EBP	3
MSN 530	SOCIAL JUSTICE, LAW, AND POLICY IN HEALTHCARE	3
MSN 602	PATIENT CARE MANAGEMENT ACROSS THE ADOLESCENT & ADULT LIFESPAN I	3
<b>Credits</b>		<b>9</b>

Course	Title	Credits
<b>Year 2</b>		
<b>Fall</b>		
MSN 603	PATIENT CARE MANAGEMENT ACROSS THE ADOLESCENT & ADULT LIFESPAN II	3
MSN 540	ORGANIZATIONAL LEADERSHIP	3
<b>Credits</b>		<b>6</b>
<b>Spring</b>		
MSN 620	PATIENT CARE MANAGEMENT PRACTICUM I	4
MSN 604	PATIENT CARE MANAGEMENT ACROSS THE GERIATRICS	3
<b>Credits</b>		<b>7</b>
<b>Summer</b>		
MSN 630	PATIENT CARE MANAGEMENT PRACTICUM II	4
MSN 655	TRANSITION TO ADVANCED PRACTICE REGISTERED NURSING	1
<b>Credits</b>		<b>5</b>
<b>Total Credits Required:</b>		<b>45</b>

## Nursing Educator Certificate

Code	Title	Credits
MSN 652	CURRICULUM DEVELOPMENT AND ANALYSIS	3
MSN 660	INNOVATIVE TEACHING AND EVALUATION STRATEGIES	3
MSN 670	ASSESSMENT AND EVALUATION IN NURSING EDUCATION	3
MSN 696	PRACTICUM IN NURSING EDUCATION	2

\*Plan templates are based on the most current catalog and ideal route for degree completion, and should only be used to get an idea of what degree completion may look like. New and enrolled students should log into DegreeWorks to see their specific degree requirements.

## Organizational Leadership

### Organizational Leadership (MSL)

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.

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.

### 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.

## Management Concentration (MSL)

**Faculty Contact: Katrina Stark, D.M.**

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.

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.

## Organizational Leadership (MSL)

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.

## Management Concentration (MSL)

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.

## Degree Requirements

Master's Degree Requirements

### Organizational Leadership (MSL)

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:

#### Core Curriculum

Code	Title	Credits
MSL 511	ORGANIZATIONAL LEADERSHIP	3
MSL 514	ORGANIZATIONAL COMMUNICATION	3
MSL 516	RSRCH MTHDS & STATS FOR MGMNT	3
MSL 521	ORGANIZATIONAL FINANCE	3
<b>Total Credits Required:</b>		<b>12</b>

### Management Concentration (MSL)

#### Core Curriculum

Code	Title	Credits
MSL 511	ORGANIZATIONAL LEADERSHIP	3
MSL 514	ORGANIZATIONAL COMMUNICATION	3
MSL 516	RSRCH MTHDS & STATS FOR MGMNT	3
MSL 521	ORGANIZATIONAL FINANCE	3
<b>Total Credits Required:</b>		<b>12</b>

#### Management Concentration

Code	Title	Credits
MSL 500	INFORMATION SYSTEMS	3
or MSL 520	SYSTEMS DESIGN & PROJECT MGMT	
MSL 510	ORG TRAINING & DVLPMNT	3
MSL 512	GRANT WRITING & ADMINISTRATION	3
MSL 509	HUMAN MOTIVATION & LEARNING	3
or MSL 610	LEADERSHIP/INNOVATION IN ORGS	
MSL 523	ORGANIZATIONAL BUDGETING	3
MSL 695	INTERNSHIP/PROJECT	3
<b>Total Credits Required:</b>		<b>18</b>

#### Electives

Code	Title	Credits
Select six credits of the following:		
MSL 500	INFORMATION SYSTEMS (if not used for concentration)	3
MSL 508	PERSONNEL MGMT & ADMIN	3
MSL 509	HUMAN MOTIVATION & LEARNING (if not used for concentration)	3

Code	Title	Credits
MSL 520	SYSTEMS DESIGN & PROJECT MGMT (if not used for concentration)	3
MSL 530	MARKETING ORGANIZATIONS	3
MSL 592	SPECIAL TOPICS	3
MSL 600	PRO DEVELOPMENT SEMINAR	3
MSL 610	LEADERSHIP/INNOVATION IN ORGS (if not used for concentration course)	3

Electives approved by Program Director

**Total Credits Required: 6**

**Total Credit Hours Required: 36**

### MSL, Management Program Course Rotation <sup>1</sup>

Code	Title	Credits
<b>Fall, 8 Week Session 1</b>		
MSL 511	ORGANIZATIONAL LEADERSHIP	3
MSL 512	GRANT WRITING & ADMINISTRATION	3
MSL 695	INTERNSHIP/PROJECT	3
<b>Fall, 8 Week Session 2</b>		
MSL 514	ORGANIZATIONAL COMMUNICATION	3
MSL 521	ORGANIZATIONAL FINANCE	3
MSL 600	PRO DEVELOPMENT SEMINAR	3
<b>Spring, 8 Week Session 1</b>		
MSL 516	RSRCH MTHDS & STATS FOR MGMNT	3
MSL 510	ORG TRAINING & DVLPMNT	3
MSL 523	ORGANIZATIONAL BUDGETING	3
MSL 695	INTERNSHIP/PROJECT	3
<b>Spring, 8 Week Session 2</b>		
MSL 509	HUMAN MOTIVATION & LEARNING	3
MSL 600	PRO DEVELOPMENT SEMINAR	3
<b>Summer, 8 Week Session 1</b>		
MSL 500	INFORMATION SYSTEMS	3
MSL 508	PERSONNEL MGMT & ADMIN	3
MSL 695	INTERNSHIP/PROJECT	3
<b>Summer, 8 Week Session 2</b>		
MSL 520	SYSTEMS DESIGN & PROJECT MGMT	3
MSL 530	MARKETING ORGANIZATIONS	3
MSL 600	PRO DEVELOPMENT SEMINAR	3

As offered: MSL 592 SPECIAL TOPICS

<sup>1</sup>

*Subject to change due to intervening factors*

## Sports Management

**Program Director: Thomas Raunig, Ed.D**

A Sports Management Master's Degree from the University of Providence will allow students to prepare for careers in a wide variety of sports related industries. Preparation for positions with collegiate athletic programs, professional sports teams, public and private sports facilities, sports management companies, event management companies, as well as, the skills to engage in their own entrepreneurial businesses are all a

part of the students' skill set development. Content areas determined by the Commission on Sports Management Accreditation to be essential to any Sports Management program are addressed in the program. Those areas are the social, psychological, and international foundations in sport management; sport management principles, leadership operations, event and venue management, and governance; ethics in sport management; sport marketing and sport communication; finance, accounting and economics; legal aspects of sport; and integrative experiences.

Code	Title	Credits
MSL 509	HUMAN MOTIVATION & LEARNING	3
MSL 512	GRANT WRITING & ADMINISTRATION	3
MSL 530	MARKETING ORGANIZATIONS	3
MSL/MSA/MSC 592	SPECIAL TOPICS	3

## Sports Management (MS) Program Outcomes

1. Apply content knowledge in sport management, sport management planning, and implementation methods and strategies through class projects;
2. Demonstrate the ability to use professional development tools and exhibit professional disposition in the field of sports management through class simulations and practicum experiences;
3. Differentiate diverse cultures impact on sport through case studies and discussion;
4. Apply leadership and management skills through class projects and practicum experiences;
5. Employ the ability to collaborate in the sport business setting through the planning and implementation of an event;
6. Construct and foster personnel, clientele, community, donor, and business relationships in a variety of sport business settings through class projects and practicum experiences;
7. Value assessment, research based decision making and critical thinking methods to promote ethical decision making and professional problem solving skills in a sport environment through class projects and exercises.

## Degree Requirements

Master's Degree Requirements

### Sports Management (MS)

Code	Title	Credits
MSL 511	ORGANIZATIONAL LEADERSHIP	3
MSL 514	ORGANIZATIONAL COMMUNICATION	3
MSL 521	ORGANIZATIONAL FINANCE	3
MSL 523	ORGANIZATIONAL BUDGETING	3
MSL 695	INTERNSHIP/PROJECT	1-6
MSS 505	Research Methods and Analytics in Sports Management	3
MSS 510	Management and Governance of Sport Organizations	3
MSS 515	Sport Marketing, Media & Revenue Development	3
MSS 525	Advanced Event and Facility Management	3
MSS 530	Sports Law, Ethics, Contracts & Negotiations	3
Electives		6
<b>Total Credits Required:</b>		<b>34-39</b>

### Electives

Code	Title	Credits
MSA 515	GOV & NOT FOR PROFIT ACCTG	3
MSL 500	INFORMATION SYSTEMS	3

## 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](http://www.uprovidence.edu). Paper applications and accompanying payment can be submitted to:  
  
University of Providence  
1301 20th Street South  
C/O Admissions  
Great Falls, Montana, 59405  
(406)791-5200  
1-800-856-9544  
  
For assistance with the application, email:  
[admissions@uprovidence.edu](mailto:admissions@uprovidence.edu).
2. Applicants for any graduate program must have the following academic qualifications:
  - a. Minimum 3.0 cumulative undergraduate GPA
  - b. Undergraduate degree from an accredited college or university.
    - i. If a candidate lacks the minimum 3.0 cumulative GPA, admission may be granted on a case-by-case basis, and provisions to acceptance will be determined by the individual Department Chair or Division Chair or admissions committee. Provisions may include, but are not limited to:
      1. Requirement of a GRE® exam score demonstrating minimum scores (150 verbal, 149 quantitative for admission).
      2. Provisional acceptance, with the requirement to earn a 3.0 cumulative GPA in the first term of attendance.
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 an official transcript from the Bachelor-degree-granting-institution. The requested official transcript should be sent 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**
- **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 Sports Management**
  - Submit one professional letter of recommendation
- **Master of Science in Infection Prevention and Epidemiology**
  - Proof of completion of the pre-requisite courses: Microbiology, Anatomy & Physiology I & II, and Introduction to Statistics
- **Master of Science in Nursing (Nurse Educator Concentration)**
  - Submit copy of active nursing license
- **Master of Science in Nursing (Adult Gerontology Nurse Practitioner)**
  - Personal interview
  - Submit copy of active nursing license
- **Master of Science in Clinical Mental Health 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:
      1. 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.
      2. 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 are not guaranteed and are dependent upon course capacity/availability. Re-admission into a cohort-based SHP program is at the discretion of the Program Director, with consultation of the applicable Department Chair or Division Chair.

## 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 School of Health Professions 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 (406) 791-5258. The fax number is (406) 791-5209. The e-mail contact is [healthprograms@uprovidence.edu](mailto:healthprograms@uprovidence.edu).

## Deadlines

The School of Health Professions has specific application deadlines. Please refer to the University webpage for deadlines specific to each program. Most programs require a non-refundable \$100 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 two 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 aid, 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

Inquiries about the educational benefits for veterans attending the University should be addressed to the VA Coordinator/school certifying official. Veterans must inform the School Certifying Official if they wish to

be "certified" for VA benefits before the beginning of the term; they must also inform the School Certifying Official 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.

- Annual Review
- Appeal Process
- Auditing Graduate Courses
- Catalog Governing Graduation
- Challenging Coursework
- Credit Aging
- Dismissal and Suspension

- Enrollment in Graduate Courses by Undergraduate Students
- Experiential Learning
- Grades and Course Credit
- License to Practice: State, Regional or National
- Program Advisor
- Qualified Continuation
- Repeated Courses
- School of Health Professions - Leave of Absence and Progression
- Special Topics
- Thesis
- Transfer Credit

## 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.

## 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](mailto:appeals@uprovidence.edu) by the deadline noted on the Academic Calendar each semester.

## 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 Department Chair or 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.

## 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.

## 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 Department Chair or Division Chair.

## Credit Aging

As long as a student remains in continuous enrollment, he or she may graduate by meeting the requirements of the catalog 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 Department Chair or 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 Department Chair or 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 Department Chair or Division Chair, who will evaluate the student's record to determine whether the student is eligible to continue enrollment and in what status.

## 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.

## 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-collegiate learning, work knowledge and skills, community service, and professional achievements to support course outcomes.

## Grades and Course Credit

Grade	Points Per Credit	Description
A	4.0	Excellent - Work shows marked superiority in such qualities as organization, accuracy, originality, understanding, and insight.
B	3.0	Good - Work indicates appreciation and grasp of the subject that is distinctly above the average.
C <sup>1</sup>	2.0	Acceptable only to a limited extent of minimally fulfilling the requirements for an advanced degree.

1

Only two (2) grades of C are accepted for degree completion. Grades below a C are not accepted for degree completion.

No graduate credit is given for courses numbered below 500.

## 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.

## 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 with the use and support of DegreeWorks. Students may petition to change Advisors by submitting a request for change to the Registrar's Office

## 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).

## School of Health Professions - Leave of Absence and Progression

### School of Health Professions – Graduate Health Programs (Non-Nursing) Academic Leave and Progression Policy

The University of Providence School of Health Professions Graduate Health Program courses are offered sequentially to build knowledge, skills, and abilities across a cohort. Successful completion of each course is required to progress in the programs. Three situations may preclude progression: no show status, academic performance, and/or extenuating circumstances.

- **No Show Status:** In the event a student has not attended a class or classes, contacted the instructor, or logged in to an online class and completed an assignment, the student will be classified as a "No Show" (NS). Students who are determined as a No Show will be responsible for payment of all fees associated with their course/courses and registration. If a student is not identified prior to the end of a term and receives final grades, academic history may be removed if their No Show status is verified. Any contact with instructors, attendance or completion of work will negate a student classification as a No Show.

In the case a student within the Graduate School of Health Professions program is withdrawn from a course or courses in any semester due to a confirmed no show status, the student will also be administratively withdrawn from the program, and all other courses for the term given the nature of the cohort model. If a student who was administratively withdrawn as a result of identification as a "no show" wishes to return, he/she may submit a re-entry request.

- **Re-entry Request:** A student may submit a written request for re-entry with the ability to retake the course the next time it is offered in the program sequence and resume progression. (Catalog continuation policies apply.) A student who wishes to submit a re-entry request

should email the School of Health Professions' Operation Manager at [gradhealthprograms@uprovidence.edu](mailto:gradhealthprograms@uprovidence.edu) to obtain the form and directions. Re-entry requests should be made on the same timetable as standard program admissions, no less than six weeks prior to the start of the semester.

Submission of a re-entry request does not guarantee re-admission. The program director and/or academic chair will review the request and seek input from faculty and staff using the standard departmental process. A determination will be made and the student will be notified. The Registrar and Program offices will be notified of the student's status. The decision of the program director and/or departmental chair is final.

- **Academic Performance:** According to institutional policy, graduate students in cohort programs are expected to earn As and Bs to progress in the sequence of courses. Failure to meet these expectations can preclude program progression and result in program dismissal.

If a student believes that the course grade that precluded progression does not accurately reflect the quality and timeliness of work, he/she may file a grade appeal. If the appeal is unsuccessful and the grade stands, the student will be dismissed.

If a student is academically prevented from continuation and receives a successful grade appeal after taking a break in enrollment, the student may request re-entry. Because the break between semesters in immersive programs is short and time is required for the appeal, the student should contact the School of Health Professions Operations Manager ([gradhealthprograms@uprovidence.edu](mailto:gradhealthprograms@uprovidence.edu)) to arrange re-entry with the next cohort. Re-entry requests should be made at least six weeks prior to the start of the semester.

- **Special Circumstance/Withdrawal Appeal Request:** If a student withdraws, discontinues participation, and/or is unable to successfully complete a course as a result of extenuating circumstances, there are two separate processes that the student may investigate and pursue.

**Extenuating Circumstance Appeal:** These appeals are submitted directly to the Registrar's Office. The decision of the committee is final.

- **Leave of Absence and Re-entry Request:** A student may submit a written request for a one-time academic leave with the ability to rejoin the program and progress through the program as outlined in the completion contract created for the student. (Catalog continuation policies apply.) A student who wishes to submit a written request for a one-time academic leave with re-entry should email the School of Health Professions' Operation Manager at [gradhealthprograms@uprovidence.edu](mailto:gradhealthprograms@uprovidence.edu) to obtain the form and directions. Re-entry requests should be made on the same timetable as standard program admissions, no less than six weeks prior to the start of the semester.

Submission of a re-entry request does not guarantee re-admission. The program director and academic chair will review the request and seek input from faculty and staff using the standard departmental process. A determination will be made and the student will be notified. The Registrar and Program offices will be notified of the student's status. The decision of the program director and/or departmental chair is final.

- **Timing of Returns and Implications to Program Progression:** The current schedule includes cohort admissions in August and

January. Under the current schedule, it would be approximately 6 months to one year before the course would be offered again in sequence. Curriculum is periodically updated, enhanced, and changed. Therefore, any request to step out of sequence requires the student's careful consideration and reflection. Catalog continuation policies apply to all students who step away and are subsequently approved to re-enter. If the student's personal situation precludes a quick return and there is a break of a year or more, the student is required to reapply to the University, and to reapply to the program.

- **Continued Program Progression:** If the student returns, but does not successfully complete program requirements or any conditions of return, he/she will be dismissed from the program. A one-time academic leave with an approved request to return offers an opportunity to step away and resume progression with a later cohort. It does not replace or excuse the student from compliance with the university's graduate school and program policies.

## 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 Department Chair or 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 accredited graduate schools (as identified below) to satisfy 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.

University of Providence is institutionally accredited by the Northwest Commission on Colleges and Universities. As such, all college-level coursework from institutions accredited by the following list of agencies will be received and applied toward degrees as applicable to general education, major, minor, and elective requirements.

- Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges
- Higher Learning Commission
- Middle States Commission on Higher Education
- New England Commission of Higher Education
- Northwest Commission on Colleges and Universities

- Southern Association of Colleges and Schools Commission on Colleges
- WASC Senior College and University Commission

Acceptance of transfer credit from institutions accredited by any other entity other than those listed above is rarely granted and requires approval of the faculty of the discipline and the applicable Department Chair or Division Chair.

## 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 Department Chair or 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 Department Chair or 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 Department Chair or Division Chair will review the complaint and may conduct an investigation of the reported violations. If the applicable Department Chair or Division Chair finds sufficient grounds for an alleged violation, the accused student will have a choice of an administrative hearing before the applicable Department Chair or 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:

1. failure or incomplete be awarded in the course in which the violation occurred;
2. require replacement, repair, or payment for any property defaced;
3. an oral reprimand;
4. a written reprimand, to be placed either permanently or temporarily in the student's official file;
5. placement of the student on disciplinary probation for one or more semesters;

6. suspension from Graduate Studies for one or more semesters;
7. permanent expulsion.

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

## Course Descriptions

### E

- Education (EDU)

### M

- Master of Clinical Mental Health Counseling (MSC)
- Master of Healthcare Admin (MHA)
- Master of Infctn Prvntn & Epdm (MSI)
- Master of Organizational Ldrsp (MSL)
- Master of Science Accounting (MSA)
- Master of Science Nursing Educ (MSN)
- Mission Leadership (XML)

### S

- Sports Management (MSS)

## Education (EDU)

**EDU 592** WORKSHOP FOR CSPD 1-3 Credit

**Grade Mode:** Standard Letter, CEU, Lifelong Learning, Pass/Fail

**Course Offerings:** Hybrid, Lecture, Web Based

## Master of Clinical Mental Health Counseling (MSC)

**MSC 500** PROF ORIEN AND ETHICS 3 Credit

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(s):** MSC 512, MSC 517

**Grade Mode:** Standard Letter, Pass/Fail, Transfer

**Course Offerings:** Hybrid, Lecture, Web Based

**MSC 507** INTRODUCTION TO REHABILITATION COUNSELING 2 Credit

This course is an introductory course to the rehabilitation and mental health counseling profession that provides a broad overview of the foundations, principles, and practices of rehabilitation counseling and the interdisciplinary collaboration with related professions. Content covered in this course includes professionalism, language and disability, credentialing/certifications, professional competencies, history and disability policy, service delivery models personal and family experiences of living with a disability, professional issues and areas of expertise, philosophy of rehabilitation/professional counseling, and essential functions of a rehabilitation and mental health counselor.

**Restrictions:** Enrollment limited to students in the Master of Sci in Counseling program.

**Grade Mode:** Standard Letter

**Course Offerings:** Web Based

**MSC 508** PSYCHOPATHOLOGY 3 Credit

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.

**Pre-requisite:** MSC 500, MSC 512, MSC 517

**Grade Mode:** Standard Letter, Pass/Fail

**Course Offerings:** Hybrid, Lecture, Web Based

**MSC 509** CHILD & ADOLESCENT PSYCHPTHLGY 3 Credit

Study of the etiology, assessment, and treatment of emotional, social, and intellectual problems of children from infancy to adolescence with emphasis on the DSM-5 classification system.

**Pre-requisite:** MSC 508, MSC 500, MSC 512, MSC 517

**Grade Mode:** Standard Letter, Pass/Fail

**Course Offerings:** Hybrid, Lecture, Web Based

**MSC 511** ALCOHOL AND DRUG STUDIES 3 Credit

Students will be introduced to the field of Addiction services. Historical, philosophical, and social overview of Addiction. Different issues such as personal, social and vocational implications of a addiction in an individual's participation in a community and own life. Students will identify federal/state and private Addiction/community agencies, which are involved in facilitating the Addiction and treatment processes of clients.

**Restrictions:** Students in the MSC, Addiction Counseling program may not enroll.

**Grade Mode:** Standard Letter

**Course Offerings:** Web Based

**MSC 512** THEORIES OF COUNSELING 3 Credit

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. Must be taken during the fall semester of the first year of enrollment in the MSC program.

**Co-requisite(s):** MSC 500, MSC 517

**Grade Mode:** Standard Letter, Pass/Fail

**Course Offerings:** Hybrid, Lecture, Web Based

**MSC 515** STANDARD TEST & INDIV ASSESS 3 Credit

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.

**Pre-requisite:** MSC 500, MSC 512, MSC 517, MSC 516, MSC 502

**Grade Mode:** Standard Letter, Pass/Fail

**Course Offerings:** Hybrid, Lecture, Web Based

**MSC 516** RSRCH MTHDS & STATS FOR CNSLNG 3 Credit

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.

**Grade Mode: Standard Letter, Pass/Fail**

**Course Offerings: Hybrid, Lecture, Web Based**

**MSC 517** TECHNIQUES OF COUNSELING 3 Credit

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(s): MSC 500, MSC 512**

**Grade Mode: Standard Letter, Pass/Fail**

**Course Offerings: Hybrid, Lecture, Web Based**

**MSC 518** REHAB COUNSELING SRVCS 1 Credit

This course is designed for rehabilitation counselors, allied health professionals, and other human services workers who need a basic understanding of service delivery models and essential functions of a rehabilitation and mental health counselors and agencies.

**Restrictions: Students in the MSC, Rehabilitation Counseling program may not enroll.**

**Grade Mode: Standard Letter**

**Course Offerings: Web Based**

**MSC 520** CRISIS PLAN AND INTERVENTION 3 Credit

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.

**Pre-requisite: MSC 500, MSC 512, MSC 517**

**Grade Mode: Standard Letter**

**Course Offerings: Hybrid, Lecture, Web Based**

**MSC 527** EVID. BASED PRAC. & OUTCM EVAL 3 Credit

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.

**Pre-requisite: MSC 500, MSC 512, MSC 517, MSC 516, MSC 502**

**Grade Mode: Standard Letter, Pass/Fail**

**Course Offerings: Hybrid, Lecture, Web Based**

**MSC 529** DEVELOPMNT ACROSS THE LIFESPAN 3 Credit

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.

**Pre-requisite: MSC 500, MSC 512, MSC 517**

**Grade Mode: Standard Letter, Pass/Fail**

**Course Offerings: Hybrid, Lecture, Web Based**

**MSC 536** FAMILY COUNSELING 3 Credit

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.

**Pre-requisite: MSC 512, MSC 500, MSC 517**

**Grade Mode: Standard Letter, Pass/Fail**

**Course Offerings: Hybrid, Lecture, Web Based**

**MSC 553** COUNSELING THE ADDICTED CLIENT 3 Credit

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

**Pre-requisite: MSC 500, MSC 512, MSC 517**

**Grade Mode: Standard Letter, Pass/Fail**

**Course Offerings: Hybrid, Lecture, Web Based**

**MSC 556** ASSESSMENTS IN ADDICTION TRTMT 3 Credit

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

**Pre-requisite: MSC 500, MSC 512, MSC 517**

**Grade Mode: Standard Letter, Pass/Fail**

**Course Offerings: Hybrid, Lecture, Web Based**

**MSC 592** SPECIAL TOPICS 3 Credit

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.

**Pre-requisite: MSC 500, MSC 512, MSC 517**

**Grade Mode: Standard Letter, Pass/Fail**

**Course Offerings: Hybrid, Lecture, Web Based**

**MSC 593** CAMP SKY CHILD 3 Credit

**Grade Mode: Standard Letter, Audit, Pass/Fail, Transfer**

**Course Offerings: Hybrid, Lecture, Web Based**

**MSC 600** PROF DEVELOPMENT SEMINAR 1-3 Credit

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

**Grade Mode: Standard Letter, Pass/Fail**

**Course Offerings: Hybrid, Lecture, Web Based**

**MSC 604** CAREER COUNSELING 3 Credit

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.

**Pre-requisite: MSC 500, MSC 512, MSC 517**

**Grade Mode: Standard Letter, Pass/Fail**

**Course Offerings: Hybrid, Lecture, Web Based**

**MSC 606 MULTICULTURAL COMPETENCE 3 Credit**

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.

**Pre-requisite:** MSC 500, MSC 512, MSC 517

**Grade Mode:** Standard Letter, Pass/Fail

**Course Offerings:** Hybrid, Lecture, Web Based

**MSC 607 GROUP COUNSELING 3 Credit**

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.

**Pre-requisite:** MSC 512, MSC 517, MSC 500

**Grade Mode:** Standard Letter, Pass/Fail

**Course Offerings:** Hybrid, Lecture, Web Based

**MSC 617 ADV. TECHNIQUES OF COUNSELING 3 Credit**

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.

**Pre-requisite:** MSC 517, MSC 500, MSC 512

**Grade Mode:** Standard Letter, Pass/Fail

**Course Offerings:** Hybrid, Lecture, Web Based

**MSC 620 GAMBLING & GAMBLING DISORDERS 3 Credit**

This class is designed to increase awareness about gambling as well as teaching skills required to assess and treat clients who have gambling disorder. The course will also help students to understand the etiology of this disorder as well as the application of various evidence-based treatment strategies for gambling disorder.

**Restrictions:** Enrollment limited to students in the Master of Sci in Counseling program.

**Grade Mode:** Standard Letter

**Course Offerings:** Web Based

**MSC 621 PSYCHOSOCIAL ASPECTS OF DISABILITY 2 Credit**

This course examines the impact of disability in peoples' lives and that of their significant others, family, and society. Throughout, this course explores historical perceptions and treatment, societal attitudes and beliefs, family and cultural aspects, models and theories of adjustment to disability individual responses to disability, positive approaches to coping and adaptation, sexuality and disability, and ways disability affects various parts of peoples' lives. Intermixed is opportunities for students to explore and apply techniques and strategies to help people build resilience and promote optimal development and wellness.

**Pre-requisite:** MSC 507

**Restrictions:** Enrollment limited to students in the Master of Sci in Counseling program.

**Grade Mode:** Standard Letter

**Course Offerings:** Web Based

**MSC 630 MEDICAL INFORMATION FOR COUNSELORS 3 Credit**

Interpretation of medical terminology and medical reports will be discussed. Students will be prepared to understand the medical aspects of living with a range of chronic illness and disability, and the inter-relationship between physical and mental health that can influence case conceptualization, counseling goals, and selected interventions. The role and function of the brain and the CNS and its association to pharmaceutical treatment will prepare the professional counselor to work with prescribing physicians to maximize the effectiveness of medication and detect adverse effects. Students will identify appropriate rehabilitation strategies and intervention resources for clients with disabilities, including the use of assistive technology.

**Restrictions:** Enrollment limited to students in the Master of Sci in Counseling program.

**Grade Mode:** Standard Letter

**Course Offerings:** Web Based

**MSC 635 JOB DEV & PLCMT IN REHAB CNSL 1 Credit**

This course is designed to help students acquire knowledge, understanding and experience in the job placement of persons with significant disabilities and the impact on the individual and family. A holistic approach to job placement is presented. Includes: job seeking training, job development procedures, job analysis, job modification, labor market information, working with business and industry, legislation and placement, selective placement, supported employment, support services, independent living, transition from school to work, and follow-up services.

**Restrictions:** Students in the MSC, Rehabilitation Counseling program may not enroll.

**Grade Mode:** Standard Letter

**Course Offerings:** Web Based

**MSC 688 INTEGRATIVE PROJECT I 3 Credit**

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. Must be admitted MSC advanced candidate.

**Pre-requisite:** MSC 695, MSC 696, MSC 697

**Restrictions:** Enrollment limited to students in the Master of Sci in Counseling or Master of Science Counseling programs.

**Grade Mode:** Pass/Fail, Standard Letter

**Course Offerings:** Lecture, IN/FE/Rsrch/Thsis/Prjct/Capstn

**MSC 689 THESIS I 3 Credit**

In lieu of the integrative project (MSC 688/698), 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. Must be admitted MSC Advanced Candidate and permission of Advisor.

**Restrictions:** Enrollment limited to students in the Master of Sci in Counseling or Master of Science Counseling programs.

**Grade Mode:** Pass/Fail, Standard Letter

**Course Offerings:** Lecture, IN/FE/Rsrch/Thsis/Prjct/Capstn

**MSC 692** SOCIAL TOPICS 1-3 Credit

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.

**Pre-requisite:** MSC 500, MSC 512, MSC 517

**Grade Mode:** Standard Letter, Pass/Fail

**Course Offerings:** Hybrid, Lecture, Web Based

**MSC 695** COUNSELING PRACTICUM 3 Credit

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. Students are expected to accrue 240 work-related hours for this course. Completion of 40 credits, and acceptance to advanced candidacy and practicum application acceptance is required prior to registration.

**Pre-requisite:** MSC 500, MSC 508, MSC 512, MSC 515, MSC 517, MSC 606, MSC 607, MSC 516, MSC 502

**Grade Mode:** Other to Include Option of IP, Pass/Fail

**Course Offerings:** Lecture, IN/FE/Rsrch/Thsis/Prjct/Capstn

**MSC 696** ADVANCED INTERNSHIP I 3 Credit

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. Pass/Fail grading. Students are expected to accrue 300 work-related hours for this course. Admission to Advanced Candidacy is required.

**Pre-requisite:** MSC 695

**Grade Mode:** Other to Include Option of IP, Pass/Fail

**Course Offerings:** Internship, IN/FE/Rsrch/Thsis/Prjct/Capstn

**MSC 697** ADVANCED INTERNSHIP II 3 Credit

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. Admission to Advanced Candidacy is required.

**Pre-requisite:** MSC 696

**Grade Mode:** Other to Include Option of IP, Pass/Fail

**Course Offerings:** IN/FE/Rsrch/Thsis/Prjct/Capstn

**MSC 698** INTEGRATIVE PROJECT II 3 Credit

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. Admitted MSC advanced candidate is required.

**Pre-requisite:** MSC 695, MSC 696, MSC 697

**Grade Mode:** Other to Include Option of IP, Pass/Fail

**Course Offerings:** IN/FE/Rsrch/Thsis/Prjct/Capstn

**MSC 699** THESIS II 3 Credit

In lieu of the integrative project (MSC 688/698), 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. Admitted MSC Advanced Candidate and permission of Advisor is required.

**Grade Mode:** Other to Include Option of IP, Pass/Fail

**Course Offerings:** IN/FE/Rsrch/Thsis/Prjct/Capstn

## Master of Healthcare Admin (MHA)

**MHA 500** EXEC LEADERSHIP STRATEGIES 3 Credit

As clinical, operational and financial practices continue to evolve in large health systems, collaborative leadership competencies have begun to supplement traditional and transformational leadership styles. Characterized by the difference between "leading collaboration" and "leading collaboratively," this C-Suite modeling of team-based care is borne out in dyad partnerships and joint decision-making. This course will expose students to the roles and priorities of various C-Suite executives in health systems, and how their strategic thinking must stay nimble, predictive, and synergistic. Faculty will also discuss leadership practices and traits gained from many years of experience, as well as lessons learned in the process.

**Restrictions:** Enrollment limited to students in the Master of HC Admin Executive program.

**Grade Mode:** Standard Letter

**Course Offerings:** Web Based

**MHA 502** HEALTHCARE SYSTEMS 3 Credit

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 level.

**Pre-requisite:** MHA 512

**Co-requisite(s):** MHA 565

**Restrictions:** Enrollment limited to students in the Master of Healthcare Admin or MS in Org Ldrshp Healthcare Ad programs.

**Grade Mode:** Standard Letter, Pass/Fail

**Course Offerings:** Hybrid, Web Based

**Equivalencies:** MSL 502

**MHA 504 HEALTH JUSTICE (MEDICAL - LEGAL PARTNERSHIP) 3 Credit**  
Health Justice seeks to give students an in-depth examination of the various social determinants of health and how integration of medical and legal professions can enhance quality of life for the most vulnerable among us. Students will enhance their understanding of how these non-medical factors affect health of individuals and communities. Students will embark on a serious analysis of the design of medical-legal partnership, the motivations of partners, and current strategies for success. Students will examine past policy campaigns to address national shortfalls in the health and legal systems. Students will be encouraged to spot problems within the current healthcare and legal systems, and develop solutions. Advanced advocacy methods will be employed to discuss and defend the need for healthcare reform. This class seeks to inspire innovative interdisciplinary collaboration to meet the needs of this country's most vulnerable populations to improve human welfare.

**Restrictions: Enrollment limited to students in the Cert in Health Justice program.**

**Grade Mode: Standard Letter**

**Course Offerings: Hybrid, Web Based**

**MHA 505 HEALTHCARE INFORMATICS 3 Credit**  
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.

**Pre-requisite: MHA 523**

**Restrictions: Enrollment limited to students in the Master of Healthcare Admin or MS in Org Ldrshp Healthcare Ad programs.**

**Grade Mode: Standard Letter, Pass/Fail**

**Course Offerings: Hybrid, Web Based**

**Equivalencies: MSL 505**

**MHA 506 ADV HLTH SYSTM SYNRGY & ALIGNM 3 Credit**  
Local, regional and system-level priorities must support and strengthen each other to create a cohesive health system vision and mission. Creating functional health system synergies, namely workforce alignment, integrated leadership, and a universal culture, particularly after M&A activity, ensures engagement and accountability. This course will consider how to develop a high-performing, integrated delivery system that focuses on patient-centered, valued care across the continuum. It will also discuss governance, including board selection and evaluation, the role of local and regional boards in large health systems, and preparing and educating boards for the transition from volume to value.

**Restrictions: Enrollment limited to students in the Master of HC Admin Executive program.**

**Grade Mode: Standard Letter**

**Course Offerings: Web Based**

**MHA 507 ESSENTIALS OF COMMUNITY HEALTH AND HEALTH EQUITY 3 Credit**

The landscape of health care services delivery and community benefits is rapidly transforming. New competencies are required for leaders to effectively navigate and succeed under community benefits requirements, emerging value-based payment models, and health financing models. This course acquaints students with key and emerging community health, health equity and population health concepts and frameworks related to maintaining the health and wellness of defined populations and communities. The course examines the importance of "upstream" social determinants of health and their relationship to multiple community sectors.

**Restrictions: Enrollment limited to students in the Cert in Comm Health Investment program.**

**Grade Mode: Standard Letter**

**Course Offerings: Hybrid, Web Based**

**MHA 508 HEALTH INEQUITIES AND SOCIAL EPIDEMIOLOGY 3 Credit**  
While epidemiology includes studies of incidence, transmission and prevention of disease, social epidemiology works backwards from a patient's clinical presentation to the myriad of upstream social and economic conditions that ultimately influence that patient's health. An in-depth understanding of social epidemiology concepts is critical to the development of interventions to affect the health of communities.

**Restrictions: Enrollment limited to students in the Cert in Comm Health Investment or Cert in Health Justice programs.**

**Grade Mode: Standard Letter**

**Course Offerings: Hybrid, Web Based**

**MHA 509 COMMUNITY HEALTH DATA ANALYTICS AND FINANCING 3 Credit**

This course focuses on the role of health and community data, and data analytics in advancing community health priorities and investments. This course provides in-depth knowledge on how to interpret data from health systems, community health needs assessments, payers, public data sets, emerging geospatial analytics and information systems. Drawing from data analytics, students will learn how to apply different approaches to community health financing to address prioritized health needs. The student will explore emerging funding models for social drivers of health that include pay for success, and socially responsible investing principles.

**Restrictions: Enrollment limited to students in the Cert in Comm Health Investment program.**

**Grade Mode: Standard Letter**

**Course Offerings: Hybrid, Web Based**

**MHA 510 LEADERSHIP THEORY 3 Credit**

Enhanced leadership skills are essential in constantly changing healthcare environments. This course focuses on theories of leadership, and their relevance to different workplace situations. Learners will create a professional values statement and complete a series of leadership assessments. Through this process the learner will identify focus areas and specific steps to affect personal growth in preparation for the challenges of healthcare leadership.

**Restrictions: Enrollment limited to students in the Master of Healthcare Admin or MS in Org Ldrshp Healthcare Ad programs.**

**Grade Mode: Standard Letter, Pass/Fail**

**Course Offerings: Hybrid, Web Based**



**MHA 511 ENHANCING SOCIAL & EMOTIONAL INTELLIGENCE** 3 Credit  
Facilitation; Coordination; Orchestration: leadership effectiveness in a team-based environment requires cooperative skills and competencies. Social intelligence (the ability to perceive, interpret and adapt to social situations) and emotional intelligence (the ability to understand, use and manage emotions) have been positively correlated with leadership effectiveness. This course will enhance students' abilities to understand self-awareness, leverage strengths, manage blind sides and maximize personal and interpersonal effectiveness while leading the largest health systems. To capture individual learning styles, each student will complete a personality assessment through Personalysis - a tool that can be used to understand and apply learning styles to commit self, and teams, to a change management project.

**Co-requisite(s):** MHA 520

**Restrictions:** Enrollment limited to students in the Master of HC Admin Executive program.

**Grade Mode:** Standard Letter

**Course Offerings:** Web Based

**MHA 512 APPLIED LEADERSHIP** 3 Credit

This course will examine the impacts and consequences of leadership decisions upon various stakeholders within healthcare organizations. Building upon the foundational theories of leadership, learners will explore moral and ethical decision-making, fiscal responsibility, strategic planning, conflict resolution, and complex initiative implementation.

**Pre-requisite:** MHA 518

**Restrictions:** Enrollment limited to students in the Master of Healthcare Admin or MS in Org Ldrshp Healthcare Ad programs.

**Grade Mode:** Standard Letter, Pass/Fail

**Course Offerings:** Hybrid, Web Based

**MHA 513 INTRO TO UPSTREAM QUALITY IMPROVEMENT FOR COMMUNITY HEALTH** 3 Credit

This course introduces learners to the concept of quality improvement and performance management approaches that health systems and community partners are increasingly using to address patients' health-related social needs and community-level social determinants of health. Using a case-based approach, learners will understand how to use quality improvement methods to address specific social drivers (e.g. food insecurity, housing instability, transportation barriers, education, social isolation, financial insecurity) and develop a quality improvement initiative and project/program charter for a health issue facing a defined community.

**Restrictions:** Enrollment limited to students in the Cert in Comm Health Investment program.

**Grade Mode:** Standard Letter

**Course Offerings:** Hybrid, Web Based

**MHA 515 DEVELOPING THE FUTURE WORKFORC** 3 Credit

Generational shifts and increasing diversity in the US population require innovative strategies to attract and retain a strong, diverse workforce. Furthermore, new care models require the development of new roles to meet the needs of the evolving industry. Recruitment, engagement, development and retention is necessary for building and maintaining a sustainable talent pipeline. This course will touch upon topics such as: the changing role of the Chief Human Resources Officer; aligning HR structure; employee wellness & engagement; workforce planning & optimization; executive benefits & decision management; market strategy; leadership & talent development; and performance management.

**Restrictions:** Enrollment limited to students in the Master of HC Admin Executive program.

**Grade Mode:** Standard Letter

**Course Offerings:** Web Based

**MHA 518 EVIDENCE BASED MANAGEMENT FOR HEALTHCARE LEADERS** 3 Credit

While the clinical role of evidence-based practice in healthcare is widely recognized, healthcare leaders' use of the evidence to affect outcomes in decision-making may be less well-known. This course offers an exploration of evidence-based management through the analysis and application of credible research, evidence, and best practice guidelines. Learners will apply concepts and develop foundational skills to affect management decisions.

**Co-requisite(s):** MHA 521

**Restrictions:** Enrollment limited to students in the Cert in Health Justice or Master of Healthcare Admin programs.

**Grade Mode:** Standard Letter, Pass/Fail

**Course Offerings:** Hybrid, Web Based

**MHA 520 LEADING CHANGE & NEGOTIATIONS** 3 Credit

Large health system improvement requires critical analysis and creative thinking to adapt and transform inadequate processes. Successful leaders must (1) develop actionable plans, (2) identify measurable indicators, and (3) effectively engage and manage team members. More broadly, they must keep sight of a larger vision while making key decisions at important junctures in project implementation. Stakeholder engagement, at all levels of governance, and a well-communicated mission sets expectations and encourages participation. This course provides participants the tools to execute change management projects: quality improvement models such as the Model for Improvement, PDSA, Lean, and Six Sigma; team science strategies to build, mentor and evaluate teams; and governance savviness.

**Restrictions:** Enrollment limited to students in the Master of HC Admin Executive program.

**Grade Mode:** Standard Letter

**Course Offerings:** Web Based

**MHA 521 POPULATION HEALTH - A COMMUNITY ORIENTATION 1 Credit**

Population health shifts the focus from the outcomes of one patient's treatment and health to the health outcomes of groups of individuals. The field considers epidemiology, disparities, and social determinants of health, but is not to be confused with public health. Successful initiatives require extensive collaborations, both within systems and with external organizations, to make a difference in the health of communities. This course provides an introduction to a complex subject and the depth of leadership skills required.

**Co-requisite(s): MHA 518**

**Restrictions: Enrollment limited to students in the Cert in Comm Health Investment, Cert in Health Justice or Master of Healthcare Admin programs.**

**Grade Mode: Standard Letter**

**Course Offerings: Web Based**

**MHA 522 PREPARATION, PROFESSIONALISM, AND ADVOCACY 1 Credit**

This course provides opportunities for reflection on skills needed in healthcare administration and strategies to foster skill enhancement. Content includes soft skills, building a professional network, and presenting oneself professionally. A leader's responsibility of professional advocacy for oneself, the profession, the organization, and the industry is also highlighted.

**Restrictions: Enrollment limited to students in the Master of Healthcare Admin program.**

**Grade Mode: Standard Letter**

**Course Offerings: Web Based**

**MHA 523 STRATEGIC PLANNING, MARKETING, AND THE PATIENT EXPERIENCE 1 Credit**

The patient experience is influenced by every interaction (personal or digital) with organizations and providers from the initial marketing message to receiving the final bill. The patient experience encompasses both single interactions and transitions between providers during episodes of care. Patients' perceptions can influence impressions of the quality of care, word of mouth marketing, and provider reimbursement. The course includes strategic planning, marketing, and quality management approaches to affect the patient experience.

**Pre-requisite: MHA 565**

**Co-requisite(s): MHA 505**

**Restrictions: Enrollment limited to students in the Master of Healthcare Admin program.**

**Grade Mode: Standard Letter**

**Course Offerings: Web Based**

**MHA 524 REGULATIONS, RISK, AND COMPLIANCE 1 Credit**

Healthcare providers and organizations are subject to regulatory criteria when providing services. If criteria are not met, there are implications to patient care and quality, as well as, to the ability to accurately bill for services. Regulatory compliance efforts start at the care unit or strategic business unit level, with input from the various stakeholders and business partners. This course explores managing risk by analyzing points of entrance and interactions, and compliance intersections.

**Pre-requisite: MHA 535**

**Restrictions: Enrollment limited to students in the Master of Healthcare Admin program.**

**Grade Mode: Standard Letter**

**Course Offerings: Web Based**

**MHA 525 TRANSFORMATIONAL LEADERSHIP 3 Credit**

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 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.

**Pre-requisite: MHA 535**

**Restrictions: Enrollment limited to students in the Cert in Comm Health Investment, Cert in Health Justice, Master of Healthcare Admin or MS in Org Ldrshp Healthcare Ad programs.**

**Grade Mode: Standard Letter, Pass/Fail**

**Course Offerings: Hybrid, Web Based**

**Equivalencies: MSL 525**

**MHA 526 HEALTH SERVICES FINANCE 3 Credit**

The uncertain regulatory and policy environment, significant costs associated with health spending, and innovative disruptors in the industry have brought new complexities to health system large financial management. Partnerships and joint ventures are increasingly the transaction vehicle of choice across the industry. This course provides an overview of how to evaluate, manage and understand healthcare finance. Key topics include operational & capital finance; margin improvement & cost initiatives; defining and leveraging scale; physician payment models; bundled payments; Medicare Advantage evolution; the GPO market; health insurance consolidation; strategic alliances; prices transparency; and investment & commercialization strategies.

**Restrictions: Enrollment limited to students in the Master of HC Admin Executive program.**

**Grade Mode: Standard Letter**

**Course Offerings: Web Based**

**MHA 528 HEALTH JUSTICE ADVOCACY IN ACTION CAPSTONE SEMINAR 3 Credit**

The course highlights how Health Justice approaches can change the healthcare landscape. Students focus on advocacy with attention to persuasive writing and speaking. Peer feedback will offer opportunities to polish presentations. Certificate coursework will conclude with calls to action in the student's area(s) of interest.

**Restrictions: Enrollment limited to students in the Cert in Health Justice program.**

**Grade Mode: Standard Letter**

**Course Offerings: Hybrid, Web Based**

**MHA 530 HEALTH, POLICY, ADVOCACY & ETHICS 3 Credit**

The implementation and dissolution of The Affordable Care Act, provider consolidation, new entrants into the marketplace and a shift from fee-for-service to fee-for-value are just a few trends driving the changing health policy landscape. This course provides a foundation of ethics, federal health policy and economics, and the various roles large health system executives may take in the policy environment: analyst, advocate, and counselor. It will also consider private and public financing programs, population health and disparities in access to care, and strategies to engage the health system workforce in transitioning to value-based care.

**Restrictions: Enrollment limited to students in the Master of HC Admin Executive program.**

**Grade Mode: Standard Letter**

**Course Offerings: Web Based**

**MHA 531 SOCIAL JUSTICE, LAW, AND POLICY IN HEALTHCARE 3 Credit**

This course addresses social justice, law, ethics, and policy within healthcare. Learners will conduct an in-depth analysis of the social determinants of health, regulatory and reform issues within the health care system, and ethical considerations for population health. The course is designed to provide learners with essential skills for promoting social justice and human dignity while advocating for policies that improve equity and health outcomes for all people.

**Restrictions: Enrollment limited to students in the Master of Healthcare Admin program.**

**Grade Mode: Standard Letter**

**Course Offerings: Web Based**

**MHA 535 HEALTHCARE LAW & ETHICS 3 Credit**

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.

**Pre-requisite: MHA 505**

**Co-requisite(s): MHA 524, MHA 525**

**Restrictions: Enrollment limited to students in the Master of Healthcare Admin or MS in Org Ldrshp Healthcare Ad programs.**

**Grade Mode: Standard Letter, Pass/Fail**

**Course Offerings: Hybrid, Web Based**

**Equivalencies: MSL 535**

**MHA 536 MARKETING, BRANDING & COMMUNITY RELATIONS 3 Credit**

Many large health system-patient interactions occur outside a care delivery setting, providing unique opportunities for engagement and awareness. This course is designed to orient students to the strategic imperatives of large health system philanthropy, marketing and branding. It encompasses communication and collaboration beyond the clinician-patient interface, touching on digital engagement and social media campaigns; fundraising and brand awareness; and community relationships and board engagement. It also provides the framework and tools to enable health system executives to engage in grateful patient fundraising with their development colleagues.

**Restrictions: Enrollment limited to students in the Master of HC Admin Executive program.**

**Grade Mode: Standard Letter**

**Course Offerings: Web Based**

**MHA 540 DIVERSITY & INCLUSION 3 Credit**

Serving as a critical tool for large health system growth and competitiveness, diversity in leadership and workforce is a hallmark of good governance with lasting effects on care delivery. The advantages of equity in leadership are well-evidenced: Diverse perspectives protect against the homogeneity of ideas, improve organizational performance, encourage new leadership styles and competencies, drive social responsiveness and innovation, and foster an environment of deliberation and transformation. This course will consider diverse patient populations and their representation on leadership teams; barriers to enhancing equitable leadership; the role of human resources and talent development; and health disparities and the social determinants of health.

**Restrictions: Enrollment limited to students in the Master of HC Admin Executive program.**

**Grade Mode: Standard Letter**

**Course Offerings: Web Based**

**MHA 545 CLINICAL INFORMATICS & DECISION SUPPORT 3 Credit**

The increased digitalization of patient information, diagnostic methods, and treatment monitoring has inundated the healthcare field with data. Clinical informatics offers the promise of new healthcare delivery mechanisms and precision medicine, tempered by the ever-present risks posed to cybersecurity. Executives must meet mounting expectations to make decisions with timely and high-quality evidence. Furthermore, prioritizing and synthesizing relevant data have become fundamental skills. This course will address creating and refining analytics programs and decision-support systems that consider context for care and patient preferences for evidence-based decision making. It will delve into the big data revolution and its impact on telemedicine and digital health strategies; cybersecurity risk management; interoperability; delivery innovation; consumer insights & market dynamics; and genomics & precision medicine.

**Restrictions: Enrollment limited to students in the Master of HC Admin Executive program.**

**Grade Mode: Standard Letter**

**Course Offerings: Web Based**

**MHA 550 TRANSFORMING THE CONTINUUM OF CARE 3 Credit**

Scalability and integration are keys to an organization's growth. Managing transitions from an acute care setting to the home or formal post-acute setting is a complex and expensive task. However, well-coordinated activities provide an opportunity for improved patient outcomes and cost savings in a value based world. As large health systems continue to build out their capacity to serve the consumer all along the continuum of care, unmet needs must be identified, the realities of ownership versus partnership assessed, and potential gains anticipated. This course considers effectively managing care transitions, identifying a configuration of people to manage the process, and evaluating the results of a re-engineered healthcare delivery system.

**Restrictions: Enrollment limited to students in the Master of HC Admin Executive program.**

**Grade Mode: Standard Letter**

**Course Offerings: Web Based**

**MHA 555 REINFORCING RELIABILITY & VALUE 3 Credit**

In the US healthcare industry, quality has become an expectation rather than a differentiator. "High value care" encompasses cost, safety, patient outcomes, distributive justice, and resource utilization, as well as regular efforts to revise and improve such measures. To fully analyze reliability and sources of error, a systems approach examines both latent failures (those caused by operational or systemic design flaws) and active failures (those caused by human error and procedural violations). In this model, leadership, software issues, and environmental or institutional policies are scrutinized alongside the actions of front-line staff during harm event analyses. This course will address large health system strategies to reduce medical errors, procedural change successes and failures, and methods to measure success.

**Restrictions: Enrollment limited to students in the Master of HC Admin Executive program.**

**Grade Mode: Standard Letter**

**Course Offerings: Web Based**

**MHA 560 DRIVING INNOVATION & MANAGING RISK 3 Credit**

The economic landscape of healthcare is volatile - risk transference to individuals and providers and improvements in technology have led to significant scientific discovery and digitalization. New, disruptive companies are taking advantage of these transformational forces, requiring large health systems to respond with innovative solutions or form strategic partnerships. Fostering a culture of innovation, supportive of risk taking and creativity, has become an imperative. This course will discuss the current environment of innovation, including (1) scientific innovation that has led to advancements in mobile technology, sensors and monitors, genomics, computational biology and personalized medicine; (2) risk management strategies to reduce healthcare costs via payment model changes and the transference of risk; and (3) digitalization of data to standardize best practices, utilize predictive analytics and develop customized care plans.

**Restrictions: Enrollment limited to students in the Master of HC Admin Executive program.**

**Grade Mode: Standard Letter**

**Course Offerings: Web Based**

**MHA 562 PEOPLE & EXPERIENCE 3 Credit**

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, and employee relations.

**Pre-requisite: MHA 565**

**Co-requisite(s): MHA 505**

**Restrictions: Enrollment limited to students in the Master of Healthcare Admin or MS in Org Ldrshp Healthcare Ad programs.**

**Grade Mode: Standard Letter, Pass/Fail**

**Course Offerings: Hybrid, Web Based**

**Equivalencies: MSL 562**

**MHA 565 HEALTHCARE BUDGETING & FINANCE PLANNING 3 Credit**

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.

**Pre-requisite: MHA 502**

**Restrictions: Enrollment limited to students in the Master of Healthcare Admin or MS in Org Ldrshp Healthcare Ad programs.**

**Grade Mode: Standard Letter, Pass/Fail**

**Course Offerings: Hybrid, Web Based**

**Equivalencies: MSL 565**

**MHA 566 CONSUMERISM 3 Credit**

As market dynamics shift financial risk onto the shoulders of individuals, patients must increasingly decide how they choose to engage with their healthcare. Quality, convenience, autonomy and transparency are among the core drivers that impact the modern consumer's preferences and attitudes towards healthcare. To create a new, consumer-centric strategy, large health systems must understand what drives the American patient before, during and after care delivery. This course considers the retail-orientation of healthcare and the importance of brand promise in a health system consumer engagement strategy.

**Restrictions: Enrollment limited to students in the Master of HC Admin Executive program.**

**Grade Mode: Standard Letter**

**Course Offerings: Web Based**

**MHA 570 THE PATIENT EXPERIENCE 3 Credit**

Individuals interact with large health systems in a variety of ways: whether at one of the numerous inpatient or outpatient settings, or as consumer, patient, or caregiver. Each interaction provides a unique opportunity for health systems to develop a multifaceted relationship with their patrons. Patient experience denotes the sum of these interactions, with satisfaction delineating the quality of care provided. Patient education encapsulates the resources, tools and engagement strategy to ensure treatment plans are followed, outcomes improved, and readmissions reduced. In short, the patient's health improves. This course provides strategies, measurement tools and resources for health system executives to build and leverage these relationships to improve care delivery, patient outcomes and system processes.

**Restrictions: Enrollment limited to students in the Master of HC Admin Executive program.**

**Grade Mode: Standard Letter**

**Course Offerings: Web Based**

**MHA 592 SPECIAL TOPICS 3 Credit**

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

**Restrictions: Enrollment limited to students in the Master of Healthcare Admin or MS in Org Ldrshp Healthcare Ad programs.**

**Grade Mode: Pass/Fail, Credit/No Credit**

**Course Offerings: Hybrid, Web Based**

**Equivalencies: MSL 592**

**MHA 680 ACTION RESEARCH PROJECT I 2 Credit**

Each student must work in conjunction with their health system mentor and CEO to identify and lead an action research project that contributes to the system's corporate strategic aims. These projects provide detailed insight into some of the high-level initiatives being addressed by large health systems across the country. In this course, executives design, develop, implement, analyze and report on the progress and end goals of their projects. A form of participatory research, the action research project expands the traditional form of graduate research to include applied knowledge that can be more easily integrated into health system practice. Determine project topic & scope in consultation with internal & external mentors: submit proposal, to include project description, processes, improvement tools, timeline, scope & metrics.

**Restrictions: Enrollment limited to students in the Master of HC Admin Executive program.**

**Grade Mode: Standard Letter, Pass/Fail**

**Course Offerings: Web Based**

**MHA 690 ACTION RESEARCH PROJECT II 2 Credit**

Each student must work in conjunction with their health system mentor and CEO to identify and lead an action research project that contributes to the system's corporate strategic aims. These projects provide detailed insight into some of the high-level initiatives being addressed by large health systems across the country. In this course, executives design, develop, implement, analyze and report on the progress and end goals of their projects. A form of participatory research, the action research project expands the traditional form of graduate research to include applied knowledge that can be more easily integrated into health system practice. Provide first project update: present project overview, processes & early results at Annual Meeting; collect and integrate feedback from colleagues, faculty & Academy executive forum membership.

**Restrictions: Enrollment limited to students in the Master of HC Admin Executive program.**

**Grade Mode: Standard Letter, Pass/Fail**

**Course Offerings: Web Based**

**MHA 694 INTERNSHIP / CAPSTONE 1 Credit**

The capstone project will focus on applying the knowledge learned in the community health investment certificate. Using the appropriate systems, informatics, community and system leadership approaches, people and/or financial theories and principles, the student may assess, create, implement and evaluate a program and/or project for an organization. Peers, community and system experts' feedback will offer opportunities to advance the community health student's initiative.

**Restrictions: Enrollment limited to students in the Cert in Comm Health Investment program.**

**Grade Mode: Pass/Fail, Standard Letter**

**Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn**

**MHA 697 ACTION RESEARCH PROJECT III 2 Credit**

Each student must work in conjunction with their health system mentor and CEO to identify and lead an action research project that contributes to the system's corporate strategic aims. These projects provide detailed insight into some of the high-level initiatives being addressed by large health systems across the country. In this course, executives design, develop, implement, analyze and report on the progress and end goals of their projects. A form of participatory research, the action research project expands the traditional form of graduate research to include applied knowledge that can be more easily integrated into health system practice. Submit final paper, executive summary & presentation slides; provide final project update; present project results to colleagues, faculty & Academic executive forum membership at Annual Meeting.

**Grade Mode: Standard Letter, Pass/Fail**

**Course Offerings: Web Based**

**MHA 698 CAPSTONE I 3 Credit**

This 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 capstone project model: healthcare systems, informatics and data management, transformational leadership, ethics and law, people and experience, healthcare finance and budget.

**Pre-requisite: MHA 525**

**Co-requisite(s): MHA 699**

**Restrictions: Enrollment limited to students in the Master of Healthcare Admin or MS in Org Ldrshp Healthcare Ad programs.**

**Grade Mode: Pass/Fail, Standard Letter**

**Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn**

**MHA 699 CAPSTONE II 3 Credit**

This 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 capstone project model: healthcare systems, informatics and data management, transformational leadership, ethics and law, people and experience, healthcare finance and budget.

**Pre-requisite: MHA 698**

**Restrictions: Enrollment limited to students in the Master of Healthcare Admin or MS in Org Ldrshp Healthcare Ad programs.**

**Grade Mode: Pass/Fail, Standard Letter**

**Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn**

## Master of Infctn Prvntn & Epdm (MSI)

**MSI 501 Introduction to Epidemiology 3 Credit**

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.

**Co-requisite(s): MSI 505**

**Grade Mode: Standard Letter, Pass/Fail**

**Course Offerings: Hybrid, Web Based**

**MSI 505 Statistics & Research Methods 3 Credit**

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.

**Pre-requisite:** MSI 501

**Grade Mode:** Standard Letter, Pass/Fail

**Course Offerings:** Hybrid, Web Based

**MSI 510 Principles and Epidemiology of Infectious Disease 3 Credit**

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.

**Pre-requisite:** MSI 505

**Co-requisite(s):** MSI 515

**Grade Mode:** Standard Letter, Pass/Fail

**Course Offerings:** Hybrid, Web Based

**MSI 515 Molecular & Immunological Methods in Infectious Disease 3 Credit**

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.

**Pre-requisite:** MSI 510

**Grade Mode:** Standard Letter, Pass/Fail

**Course Offerings:** Hybrid, Web Based

**MSI 520 Clinical Microbiology 3 Credit**

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.

**Pre-requisite:** MSI 515

**Co-requisite(s):** MSI 525

**Grade Mode:** Standard Letter, Pass/Fail

**Course Offerings:** Hybrid, Special Topics/Problems, Web Based

**MSI 525 Antimicrobial Stewardship 3 Credit**

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.

**Pre-requisite:** MSI 520

**Grade Mode:** Standard Letter, Pass/Fail

**Course Offerings:** Hybrid, Web Based

**MSI 530 Reprocessing & Environment of Care 3 Credit**

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.

**Pre-requisite:** MSI 520

**Co-requisite(s):** MSI 535

**Grade Mode:** Standard Letter, Pass/Fail

**Course Offerings:** Hybrid, Web Based

**MSI 535 Regulation and Quality Improvement 3 Credit**

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.

**Pre-requisite:** MSI 530

**Grade Mode:** Standard Letter, Pass/Fail

**Course Offerings:** Hybrid, Web Based

**MSI 540 Principles of Surveillance and Reporting 3 Credit**

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.

**Pre-requisite:** MSI 535

**Co-requisite(s):** MSI 545

**Grade Mode:** Standard Letter, Pass/Fail

**Course Offerings:** Hybrid, Web Based

**MSI 545 Healthcare Informatics & Data Management 3 Credit**

More than ever, today's healthcare professionals are called upon to provide personalized patient care safely and efficiently with measurable 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.

**Pre-requisite:** MSI 540

**Grade Mode:** Standard Letter, Pass/Fail

**Course Offerings:** Hybrid, Web Based

**MSI 550 Transformational Leadership 3 Credit**

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.

**Pre-requisite:** MSI 540

**Co-requisite(s):** MSI 699

**Grade Mode:** Standard Letter, Pass/Fail

**Course Offerings:** Hybrid, Web Based

**MSI 592 SPECIAL TOPICS 6 Credit**

**Grade Mode:** Standard Letter, Audit, Credit/No Credit

**Course Offerings:** Hybrid, Web Based

**MSI 695 Internship & Capstone Project 1 Credit**

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. Although the entire capstone is completed over 24 weeks in three sections, this first section is completed over 8 weeks in conjunction with course 9 of the MSI program. Using the appropriate processes, data collection methods, resources, change theories and principles, the graduate candidate will identify a preceptor, create a change project based on the needs of the internship facility, and submit a written proposal for the final capstone project. 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 60 hours of this first section of the capstone course, 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.

**Pre-requisite:** MSI 550

**Restrictions:** Enrollment limited to students in the MS in Infection Prev Epidemi program.

**Grade Mode:** Standard Letter, Pass/Fail

**Course Offerings:** Internship, IN/FE/Rsrch/Thsis/Prjct/Capstn

**MSI 697 INTERNSHIP & CAPSTONE II 1 Credit**

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 8 weeks in conjunction with course 10 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, and submit the final capstone project scholarly paper. 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 60 hours of this second section of the internship/capstone, 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.

**Pre-requisite:** MSI 550

**Restrictions:** Enrollment limited to students in the MS in Infection Prev Epidemi program.

**Grade Mode:** Standard Letter, Pass/Fail

**Course Offerings:** Internship, IN/FE/Rsrch/Thsis/Prjct/Capstn

**MSI 699 INTERNSHIP & CAPSTONE III 1 Credit**

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 8 weeks in conjunction with course 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, and present an oral defense of the final capstone project. 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 60 hours of this third and final section of the internship/capstone, 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.

**Pre-requisite:** MSI 697

**Restrictions:** Enrollment limited to students in the MS Infectn Prevtn Epdmolgy program.

**Grade Mode:** Standard Letter, Pass/Fail

**Course Offerings:** Internship, IN/FE/Rsrch/Thsis/Prjct/Capstn

## Master of Organizational Ldrsp (MSL)

**MSL 500 INFORMATION SYSTEMS 3 Credit**

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.

**Grade Mode:** Standard Letter, Audit, Pass/Fail

**Course Offerings:** Hybrid, Web Based

**MSL 508 PERSONNEL MGMT & ADMIN 3 Credit**

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

**Grade Mode:** Standard Letter, Audit, Pass/Fail

**Course Offerings:** Hybrid, Web Based

**MSL 509 HUMAN MOTIVATION & LEARNING 3 Credit**

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.

**Grade Mode:** Standard Letter, Audit, Pass/Fail

**Course Offerings:** Hybrid, Web Based

**MSL 510 ORG TRAINING & DVLPMNT 3 Credit**

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.

**Grade Mode:** Standard Letter, Audit, Pass/Fail

**Course Offerings:** Hybrid, Web Based

**MSL 511 ORGANIZATIONAL LEADERSHIP 3 Credit**

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.

**Grade Mode: Standard Letter, Audit, Pass/Fail**

**Course Offerings: Hybrid, Web Based**

**MSL 512 GRANT WRITING & ADMINISTRATION 3 Credit**

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.

**Grade Mode: Standard Letter, Audit, Pass/Fail**

**Course Offerings: Hybrid, Web Based**

**MSL 514 ORGANIZATIONAL COMMUNICATION 3 Credit**

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.

**Grade Mode: Standard Letter, Audit, Pass/Fail**

**Course Offerings: Hybrid, Web Based**

**MSL 516 RSRCH MTHDS & STATS FOR MGMNT 3 Credit**

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.

**Restrictions: Students in the Master of Sci in Counseling program may not enroll.**

**Grade Mode: Standard Letter, Pass/Fail**

**Course Offerings: Hybrid, Web Based**

**MSL 520 SYSTEMS DESIGN & PROJECT MGMT 3 Credit**

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. Experience with spreadsheets recommended

**Grade Mode: Standard Letter, Audit, Pass/Fail**

**Course Offerings: Hybrid, Web Based**

**MSL 521 ORGANIZATIONAL FINANCE 3 Credit**

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.

**Grade Mode: Standard Letter, Audit, Pass/Fail**

**Course Offerings: Hybrid, Web Based**

**MSL 523 ORGANIZATIONAL BUDGETING 3 Credit**

This course will cover budgeting principles and tools. The course involves discussion, theoretical understanding, and practical applications of basic budgeting. Managers of public or nonprofit organizations need an understanding the basic concepts of funding streams and budgeting essential to building and maintaining a strong organization.

**Grade Mode: Standard Letter**

**Course Offerings: Hybrid, Web Based**

**MSL 530 MARKETING ORGANIZATIONS 3 Credit**

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.

**Grade Mode: Standard Letter, Audit, Pass/Fail**

**Course Offerings: Hybrid, Web Based**

**MSL 541 CRIMINAL JUSTICE SYSTEM 3 Credit**

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

**Grade Mode: Standard Letter, Audit, Pass/Fail**

**Course Offerings: Hybrid, Web Based**

**MSL 542 CRIMINAL LAW AND THE COURTS 3 Credit**

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

**Grade Mode: Standard Letter, Audit, Pass/Fail**

**Course Offerings: Hybrid, Web Based**

**MSL 543 ADMIN OF LAW ENFRMNT AGENCIES 3 Credit**

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

**Grade Mode: Standard Letter, Audit, Pass/Fail**

**Course Offerings: Hybrid, Web Based**

**MSL 544 CORRECTIONS: HST, MGT, ALTERN 3 Credit**

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.

**Grade Mode: Standard Letter, Audit, Pass/Fail**

**Course Offerings: Hybrid, Web Based**

**MSL 545 JUVENILE JUSTICE SYSTEM 3 Credit**

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.

**Grade Mode: Standard Letter, Audit, Pass/Fail**

**Course Offerings: Hybrid, Web Based**



**MSL 546 AT RISK YOUTH 3 Credit**

Constructive exploration of the dysfunctional behavior of young people and the factors that cause this behavior. Dysfunctional behavior includes, but is not limited to, teenage violence, risky sexual behavior, and drug and alcohol abuse.

**Grade Mode: Standard Letter, Audit, Pass/Fail**

**Course Offerings: Hybrid, Web Based**

**MSL 547 PSYCH OF CRIMINAL BEHAVIOR 3 Credit**

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.

**Grade Mode: Standard Letter, Audit, Pass/Fail**

**Course Offerings: Hybrid, Web Based**

**MSL 592 SPECIAL TOPICS 3 Credit**

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

**Grade Mode: Standard Letter, Audit, Pass/Fail**

**Course Offerings: Hybrid, Web Based**

**MSL 600 PRO DEVELOPMENT SEMINAR 3 Credit**

Students may attend with approval a professional conference related to their field of study and complete further research on an approved topic. Approval of an MSL instructor and internet access required

**Grade Mode: Standard Letter, Pass/Fail**

**Course Offerings: Hybrid, Web Based**

**MSL 610 LEADERSHIP/INNOVATION IN ORGS 3 Credit**

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.

**Grade Mode: Standard Letter, Audit, Pass/Fail**

**Course Offerings: Hybrid, Web Based**

**MSL 695 INTERNSHIP/PROJECT 1-6 Credit**

The experience of an internship in a public service or not-for-profit organization, or completing a project relevant to the student and his/her employer is a vital component of the MSL program. Students determine the project or internship which would be most useful to them or their career goals. The specific course requirements are arranged through and coordinated with a faculty member of the graduate program. Students may enroll in from one to six credits per semester, with a maximum of six credits for the degree. Arrangements for the specific placement or project are the result of student initiative and must be made with an instructor (and host organization if appropriate) prior to the term of enrollment. All grades will be either pass or fail.

**Grade Mode: Standard Letter, Audit, Pass/Fail**

**Course Offerings: Internship, IN/FE/Rsrch/Thsis/Prjct/Capstn**

**Equivalencies: MHA 695**

## Master of Science Accounting (MSA)

**MSA 501 CONTEMP ACC ISSUES I 1 Credit**

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

**Grade Mode: Standard Letter**

**Course Offerings: Hybrid, Web Based**

**MSA 503 CONTEMP ACC ISSUES II 1 Credit**

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

**Grade Mode: Standard Letter**

**Course Offerings: Hybrid, Web Based**

**MSA 505 CONTEMP ACC ISSUES III 1 Credit**

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

**Grade Mode: Standard Letter**

**Course Offerings: Hybrid, Web Based**

**MSA 507 CONTEMP ACC ISSUES IV 1 Credit**

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

**Grade Mode: Standard Letter**

**Course Offerings: Hybrid, Web Based**

**MSA 515 GOV & NOT FOR PROFIT ACCTG 3 Credit**

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.

**Grade Mode: Standard Letter, Pass/Fail**

**Course Offerings: Hybrid, Web Based**

**MSA 523 ADV ATTESTATION 3 Credit**

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.

**Pre-requisite: ACC 372, ACC 422, ACC 481**

**Grade Mode: Standard Letter, Pass/Fail**

**Course Offerings: Hybrid, Web Based**

**MSA 526 ADVANCED FINANCIAL ACCNTG 3 Credit**

This course will cover home office and branch accounting, including combined corporate entities and consolidations. The formation, operation, changes in ownership interest, and liquidations of partnerships, corporation liquidations and reorganizations.

**Pre-requisite: ACC 425**

**Grade Mode: Standard Letter, Pass/Fail**

**Course Offerings: Hybrid, Web Based**

**MSA 528** ADVANCED TAXATION 3 Credit

This course will explore 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.

**Pre-requisite:** ACC 442

**Grade Mode:** Standard Letter

**Course Offerings:** Hybrid, Web Based

**MSA 529** INTRNTL ACC FOR MLTINTL ENTERP 3 Credit

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.

**Grade Mode:** Standard Letter

**Course Offerings:** Hybrid, Web Based

**MSA 533** FED TAXATION - BUS ENTITIES 3 Credit

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.

**Grade Mode:** Standard Letter

**Course Offerings:** Hybrid, Web Based

**MSA 592** MSA Special Topics 1-3 Credit

Special Topics in MSA

**Grade Mode:** Standard Letter

**Course Offerings:** Hybrid, Web Based

**MSA 695** MSA INTERNSHIP/PROJECT 3 Credit

The experience of an internship in a public service or not-for-profit organization, or completing a project relevant to the student and his/her employer is a vital component of the MSA program. Students determine the project or internship which would be most useful to them or their career goals. The specific course requirements are arranged through and coordinated with a faculty member of the graduate program. Students may enroll in from one to three credits per semester, with a maximum of six credits for the degree. Arrangements for the specific placement or project are the result of student initiative and must be made with an instructor (and host organization if appropriate) prior to the term of enrollment. All grades will be either pass or fail.

**Grade Mode:** Pass/Fail, Standard Letter

**Course Offerings:** Internship, IN/FE/Rsrch/Thsis/Prjct/Capstn

## Master of Science Nursing Educ (MSN)

**MSN 505** ROLE OF NURSE EDUCATION ACROSS DIVERSE SETTINGS 3 Credit

This introductory course addresses the role of the nurse educator serving in a variety of clinical and academic settings. It emphasizes teaching principles in nursing education that consider theoretical and practical techniques used to educate learners, nursing staff and other health care professionals, and clients. The course supports the learner's development as an educator in areas of communication, integration of the science and humanities, and methods for planning and evaluation in culturally and clinically diverse learning environments. A focus for the course includes translating scholarship to practice in nursing education.

**Grade Mode:** Standard Letter

**Course Offerings:** Hybrid, Web Based

**MSN 510** ROLE OF THE ADVANCED PRACTICE REGISTERED NURSE 3 Credit

This introductory course addresses the role of the APRN across diverse settings. It emphasizes the APRN professional role and scope of practice. The course supports the learner's development as an APRN in the areas of communication, integration of science and humanities, clinical practice management including technology and information literacy, and methods for clinical practice in adult primary care. A focus for the course includes translating scholarship to practice in the APRN role.

**Restrictions:** Enrollment limited to students in the MS in Nursing, Adlt Grntly NP program.

**Grade Mode:** Standard Letter

**Course Offerings:** Web Based

**MSN 515** THEORETICAL FOUNDATIONS OF ADVANCED NURSING PRACTICE 3 Credit

This course provides the learner with the historical, philosophical, and theoretical foundations for advanced nursing practice. The focus of the course is to examine the relationship between nursing theories, the development of nursing science, and contemporary nursing knowledge which guide nursing practice and research.

**Grade Mode:** Standard Letter

**Course Offerings:** Hybrid, Web Based

**MSN 519** ADVANCED PATHOPHYSIOLOGY 3 Credit

This course builds on the learner's current knowledge of pathophysiology. The course provides the learner with advanced knowledge of pathophysiological processes in the APRN for patients across the adult lifespan in the primary care setting.

**Restrictions:** Enrollment limited to students in the MS in Nursing, Adlt Grntly NP program.

**Grade Mode:** Standard Letter

**Course Offerings:** Web Based

**MSN 522** STATISTICS, RESEARCH, & EBP 3 Credit

This course provides the student with the knowledge and understanding of various components associated with nursing research including assessment, evaluation, and implementation. Emphasis is placed on preparing learners to access, appraise, and utilize the best available evidence to guide them in advancing the practice of nursing. There is a focus is on transferring the knowledge about research applying it in the healthcare environment.

**Restrictions:** Enrollment limited to students in the MS in Nursing, Adlt Grntly NP or MS in Nursing, Nursing Educ programs.

**Grade Mode:** Standard Letter

**Course Offerings:** Web Based

**MSN 529** ADVANCED PHARMACOLOGY 3 Credit

This course builds on the learner's current knowledge of pharmacology. The course provides the learner with advanced knowledge of pharmacologic and non-pharmacological processes in the APRN role. This class will focus on medication management for adults in primary care settings for an APRN with prescriptive authority.

**Restrictions:** Enrollment limited to students in the MS in Nursing, Adlt Grntly NP program.

**Grade Mode:** Standard Letter

**Course Offerings:** Web Based

**MSN 530 SOCIAL JUSTICE, LAW, AND POLICY IN HEALTHCARE 3 Credit**

This course addresses social justice, law, ethics, and policy within healthcare. Learners will conduct an in-depth analysis of the social determinants of health, regulatory and reform issues within the health care system, and ethical considerations for population health. The course is designed to provide learners with essential skills for promoting social justice and human dignity while advocating for policies that improve equity and health outcomes for all people.

**Grade Mode: Standard Letter**

**Course Offerings: Hybrid, Web Based**

**MSN 540 ORGANIZATIONAL LEADERSHIP 3 Credit**

Organizational Leadership focuses on critical examination of styles, strategies, and competencies of the masters prepared nurse for leadership in professional practice and in the profession (as a collaborator and role model). It emphasizes leadership skills for strategic planning, enhancing team performance, interdisciplinary collaboration, and for creating a culture of quality performance.

**Grade Mode: Standard Letter**

**Course Offerings: Hybrid, Web Based**

**MSN 565 ADVANCED HEALTH ASSESSMENT & DIAGNOSTIC REASONING 3 Credit**

This course continues to build on the learner's current knowledge of health assessment and diagnostic reasoning. The course provides the learner with advanced knowledge health assessment, data collection, analysis and diagnostic reasoning in full body systems for adult patients across the lifespan in the primary care setting.

**Restrictions: Enrollment limited to students in the MS in Nursing, Adlt Grntly NP program.**

**Grade Mode: Standard Letter**

**Course Offerings: Web Based**

**MSN 573 ADVANCED HEALTH ASSESSMENT PRACTICUM 3 Credit**

This course is concurrent with Advanced Health Assessment and Diagnostic Reasoning to provide the learner with direct supervised adult patient contact in a primary care setting. The course requires 60 hours of simulated and clinical experience focused on expanding knowledge of full body assessment and diagnostic reasoning as an APRN in the adult primary care practice setting. In person intensives will be required for scheduled examinations.

**Restrictions: Enrollment limited to students in the MS in Nursing, Adlt Grntly NP program.**

**Grade Mode: Standard Letter, Pass/Fail**

**Course Offerings: Web Based**

**MSN 592 MSN ORIENTATION 0 Credit**

**Restrictions: Enrollment limited to students in the MS in Nursing, Nursing Educ program.**

**Grade Mode: Credit/No Credit**

**Course Offerings: Web Based**

**MSN 602 PATIENT CARE MANAGEMENT ACROSS THE ADOLESCENT & ADULT LIFESPAN I 3 Credit**

The course builds on the learner's prior knowledge and classes and provides the learner with advanced knowledge of pathophysiological processes, health assessment, data collection, analysis, and pharmacotherapeutics, for adult patients in the primary care setting. Emphasis is placed on the APRN role in incorporating evidence and clinical guidelines into risk reduction, disease prevention, and management of illness and disease in body systems for both acute and chronic disease processes. Systems of focus will include Neurology, Dermatology, Ears, Nose and Throat, Cardiology, Pulmonology, and Peripheral Vascular Disease.

**Restrictions: Enrollment limited to students in the MS in Nursing, Adlt Grntly NP program.**

**Grade Mode: Standard Letter, Pass/Fail**

**Course Offerings: Web Based**

**MSN 603 PATIENT CARE MANAGEMENT ACROSS THE ADOLESCENT & ADULT LIFESPAN II 3 Credit**

The course builds on the learner's prior knowledge and classes and provides the learner with advanced knowledge of pathophysiological processes, health assessment data collection, analysis, and pharmacotherapeutics, for adult patients in the primary care setting. Emphasis is placed on the APRN role in incorporating evidence and clinical guidelines into risk reduction, disease prevention, and management of illness and disease in body systems for both acute and chronic disease processes. System focus will include musculoskeletal, renal and urology, endocrinology, hematology, gastroenterology.

**Restrictions: Enrollment limited to students in the MS in Nursing, Adlt Grntly NP program.**

**Grade Mode: Standard Letter, Pass/Fail**

**Course Offerings: Web Based**

**MSN 604 PATIENT CARE MANAGEMENT ACROSS THE GERIATRICS 3 Credit**

The course builds on the learner's prior knowledge and classes and provides the learner with advanced knowledge of pathophysiological processes, health assessment data collection, analysis, and pharmacotherapeutic treatments in mental and reproductive health in the adult lifespan. Emphasis is placed on the APRN role in incorporating evidence and clinical guidelines into risk reduction, disease prevention, and management of illness and disease across the adult lifespan.

**Restrictions: Enrollment limited to students in the MS in Nursing, Adlt Grntly NP program.**

**Grade Mode: Standard Letter, Pass/Fail**

**Course Offerings: Web Based**

**MSN 620 PATIENT CARE MANAGEMENT PRACTICUM I 4 Credit**

This advanced clinical practicum provides the opportunity to incorporate advanced knowledge and skills to expand expertise in clinical practice. Learners develop proficiency in assessment, planning, and intervention based on the needs of an adult patient population. Emphasis is on interdisciplinary collaboration, safety, and quality care in the primary care setting. In person intensives will be required for scheduled Objective Structured Clinical Examination (OSCE), as well as face-to-face practicum site faculty evaluations.

**Restrictions: Enrollment limited to students in the MS in Nursing, Adlt Grntly NP program.**

**Grade Mode: Standard Letter, Pass/Fail**

**Course Offerings: Web Based**

**MSN 630 PATIENT CARE MANAGEMENT PRACTICUM II 4 Credit**

This advanced clinical practicum provides the opportunity to incorporate advanced knowledge and skills to expand expertise in clinical practice. Learners develop proficiency in assessment, planning, and intervention based on the needs of the adult patient population. Emphasis is on interdisciplinary collaboration, safety, and quality care in the primary care setting. In person intensives will be required for scheduled Objective Structured Clinical Examination (OSCE), as well as face-to-face practicum site faculty evaluations.

**Restrictions: Enrollment limited to students in the MS in Nursing, Adlt Grntly NP program.**

**Grade Mode: Standard Letter, Pass/Fail**

**Course Offerings: Web Based**

**MSN 635 INFORMATICS AND HEALTHCARE TECHNOLOGIES 3 Credit**

This course prepares learners to teach with and about healthcare informatics principles, competencies, tools, and technologies essential to healthcare delivery, teaching and learning, administrative, and research and scholarly activities. Learners explore informatics support of healthcare practice and quality, including the impacts of standards, system design, and user experience from multiple perspectives. This course introduces key concepts related to ethical and social impacts of informatics and the importance of technology integration and use of data and information for multi-faceted decision-making. Exploration of current and emerging technologies used for in-person, virtual, and connected models of health and education provides a foundation for improving health and teaching-learning outcomes in the digital world.

**Restrictions: Enrollment limited to students in the MS in Nursing, Nursing Educ program.**

**Grade Mode: Standard Letter**

**Course Offerings: Web Based**

**MSN 652 CURRICULUM DEVELOPMENT AND ANALYSIS 3 Credit**

This course considers strategies for developing and analyzing curricula, ranging in scope from individual teaching sessions to complete programs of study. Developing a curriculum that aligns with stakeholder needs and interests, professional standards and guidelines, and learner characteristics will be emphasized. Linking content and learning activities to learning outcomes will be addressed.

**Restrictions: Enrollment limited to students in the MS in Nursing, Nursing Educ or Post Mast Cert, Nurse Educator programs.**

**Grade Mode: Standard Letter**

**Course Offerings: Web Based**

**MSN 655 TRANSITION TO ADVANCED PRACTICE REGISTERED NURSING 1 Credit**

This course provides the learner with knowledge and skills to transition into the independent APRN role. This course offers a framework for self-care, credentialing, licensing, interviewing and creating a professional portfolio for employment.

**Restrictions: Enrollment limited to students in the MS in Nursing, Adlt Grntly NP program.**

**Grade Mode: Standard Letter, Pass/Fail**

**Course Offerings: Web Based**

**MSN 660 INNOVATIVE TEACHING AND EVALUATION STRATEGIES 3 Credit**

This course examines teaching and learning theories, styles, and methods. Students will appraise best practice approaches to teaching and learning in various settings and environments to promote the development of advanced knowledge, judgment, skills, and ethics. Course works will emphasize the development and integration of innovative teaching methods to use in the classroom and with clinical instruction. Building upon knowledge, skills and attitudes acquired in previous course work, students will formulate teaching and learning strategies for use in preparing a variety of educational materials and programs for nurses and other health professionals.

**Restrictions: Enrollment limited to students in the MS in Nursing, Nursing Educ or Post Mast Cert, Nurse Educator programs.**

**Grade Mode: Standard Letter**

**Course Offerings: Web Based**

**MSN 670 ASSESSMENT AND EVALUATION IN NURSING EDUCATION 3 Credit**

This course examines evidenced-based assessment and evaluation in nursing education. Students will explore a variety of strategies to assess and evaluate learning in the cognitive, psychomotor, and affective domains and will learn to develop and use tests and performance evaluation strategies for use in various educational settings. Building upon previous course work, students will formulate assessment and evaluation strategies for an educational practicum project. Course work emphasizes the development of new knowledge and skills that align learning and program evaluation with professional standards and guidelines, program and course outcomes, and learner characteristics.

**Restrictions: Enrollment limited to students in the MS in Nursing, Nursing Educ or Post Mast Cert, Nurse Educator programs.**

**Grade Mode: Standard Letter**

**Course Offerings: Web Based**

**MSN 684 ADVANCED CONCEPTS IN ASSESSMENT, PATHOPHYSIOLOGY AND PHARMACOLOGY 3 Credit**

This course builds on the student's current knowledge of pathophysiology, pharmacology, and health assessment. The course also provides the student with advanced knowledge of pathophysiological processes, health assessment data collection and analysis, and pharmacotherapeutics, for patients and populations diagnosed with complex health problems. Emphasis is placed on the Advanced Practice Nurse's role in incorporating evidence and clinical guidelines into risk reduction, disease prevention, and management of illness and disease.

**Grade Mode: Standard Letter**

**Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn**

**MSN 694 ADVANCED CLINICAL PRACTICUM 1 Credit**

This advanced clinical practicum provides the opportunity to incorporate advanced knowledge and skills to expand expertise in clinical practice. Students develop proficiency in assessment, planning, and intervention based on the needs of a patient population. Particular emphasis is on interdisciplinary collaboration, safety, and quality care.

**Grade Mode: Standard Letter**

**Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn**

**MSN 696 PRACTICUM IN NURSING EDUCATION 2 Credit**

This teaching practicum provides students opportunities to demonstrate nurse educator competencies necessary to facilitate student learning.

This teaching practicum builds on previous coursework by providing nurse educator students opportunities to practice and integrate learning theories, evidence-based teaching, technology, innovative teaching strategies and evaluation methods in an academic or healthcare setting. Students will reflect and evaluate nurse educator competencies as they apply to knowledge, skill, and attitudes necessary to be effective and successful in the nurse educator role.

**Grade Mode: Standard Letter**

**Course Offerings: IN/FE/Rsrch/Thsis/Prjct/Capstn**

## Mission Leadership (XML)

**XML 630 FUNDAMENTALS OF MISSION LEADERSHIP 3 Credit**

**Restrictions: Enrollment limited to students in the Cert in Mission Leadership program.**

**Grade Mode: Standard Letter**

**Course Offerings: Web Based**

**XML 640 THE PROPHETIC DIMENSION OF MISSION 3 Credit**

**Pre-requisite: XML 630**

**Restrictions: Enrollment limited to students in the Cert in Mission Leadership program.**

**Grade Mode: Standard Letter**

**Course Offerings: Web Based**

**XML 650 LIVING THE GIFTS AND HERITAGE OF MISSION 3 Credit**

**Pre-requisite: XML 640**

**Restrictions: Enrollment limited to students in the Cert in Mission Leadership program.**

**Grade Mode: Standard Letter**

**Course Offerings: Web Based**

**XML 660 MISSION INTEGRATION LEADERSHIP PRACTICUM 3 Credit**

**Pre-requisite: XML 650**

**Restrictions: Enrollment limited to students in the Cert in Mission Leadership program.**

**Grade Mode: Standard Letter**

**Course Offerings: Web Based**

**XML 670 MISSION-CENTERED LEADERSHIP PRACTICUM 3 Credit**

**Pre-requisite: XML 650**

**Restrictions: Enrollment limited to students in the Cert in Mission Leadership program.**

**Grade Mode: Standard Letter**

**Course Offerings: Web Based**

## Sports Management (MSS)

**MSS 505 Research Methods and Analytics in Sports Management 3 Credit**

This course provides a broad introduction to data analysis and statistical methods, as they relate to the sports industry. Students will learn how to use these methods to better understand and analyze issues central to sports management. Quantitative tools are used as part of a larger exploration of the business economics of sports. Financial, statistical, and mathematical models as they relate to sports team administration, marketing, and business management are examined. The course introduces students to data and models relating to sports business tactics and strategy. In addition, sports performance measurement and analytics is introduced.

**Grade Mode: Standard Letter**

**Course Offerings: Web Based**

**MSS 510 Management and Governance of Sport Organizations 3 Credit**

Governance, management, planning, organization, human resources and evaluation of sports activities and organizations are presented in this course. Topics included are: psychological, social and international foundations of sports management, scheduling, personnel management, budgeting, safety, game management, conferences, leagues, governing bodies and gender equity. Organizations examined and discussed include the NCAA, NAIA, FIFA, IOC, NFHS, NFL, Little League, Pop Warner Football, Youth Soccer, NBA, NHL, MLB, and MLS.

**Grade Mode: Standard Letter**

**Course Offerings: Web Based**

**MSS 515 Sport Marketing, Media & Revenue Development 3 Credit**

This course takes an in depth view of the principles of marketing and how they are applied to the field of sport. They are evaluated in terms of the elemental marketing mix, which includes product, place, price, promotion, and public relations. Applications of principles for marketing, media and revenue development to the sports industry are evaluated and analyzed. The relationship between the three areas is examined and ways to make it a symbiotic relationship are explored. Practical approaches to revenue development are also examined.

**Grade Mode: Standard Letter**

**Course Offerings: Web Based**

**MSS 525 Advanced Event and Facility Management 3 Credit**

Concepts of planning, facility management and of conducting sports-related events, from inception to completion, are examined in this course. Facility safety, maintenance, budgeting, event evaluation, facility design and staffing are also covered. The class addresses practical applications, as well as different strategies to event and facility management. Particular emphasis is placed on the evaluation of events and critical reflection on how to improve an event. (10 hour practicum requirement in an event or facility management setting).

**Grade Mode: Standard Letter**

**Course Offerings: Web Based**

**MSS 530 Sports Law, Ethics, Contracts & Negotiations 3 Credit**

This course introduces the theories and concepts of applied ethics by focusing on legal questions, race and gender issues, contracts, negotiations, public relations, budgeting, recruiting (in the collegiate context), evaluations, personnel, exploitation, and athletic reform in both the corporate and collegiate sport industries. Awareness of legal implications for the industry reduces the probability of litigation.

**Grade Mode: Standard Letter**

**Course Offerings: Web Based**

# PROGRAMS

Program	Degree	Major	Minor	Concentration	Format	School
Addictions Counseling	AA, CERT	Yes	Yes		D	SLAS - Liberal Arts & Sciences
Applied Health Informatics	CERT	No	No		D	SHP - Health Professions
Biology	BA	Yes	Yes	Health Professions, Physiology, Wildlife Ecology	C	SLAS - Liberal Arts & Sciences
Business Administration	BS	Yes	Yes	General, Finance, Management	C, D	SLAS - Liberal Arts & Sciences
Chemistry		No	Yes		C	SLAS - Liberal Arts & Sciences
Clinical Mental Health Counseling	MS	Yes	No	Addiction Counseling, Rehabilitation Counseling	D	SHP - Health Professions
Community Health Investment	CERT	No	No		D	SHP - Health Professions
Criminal Justice	AS, BS	Yes	Yes	Forensic Investigation, Law Enforcement, Resource Enforcement	C, D	SLAS - Liberal Arts & Sciences
Elementary Education	BA	Yes	No		C	SLAS - Liberal Arts & Sciences
Exercise Science	BS	Yes	Yes	Graduate School, Coaching, Strength and Conditioning, Personal Training, Pre-Athletic Training	C	SLAS - Liberal Arts & Sciences
Forensic Science	BS	Yes	Yes	Forensic Biology, Forensic Chemistry, Forensic Investigation	C	SLAS - Liberal Arts & Sciences
Health and Physical Education	BA	Yes	Yes		C	SLAS - Liberal Arts & Sciences
Health Justice	CERT	No	No		D	SHP - Health Professions
Healthcare Administration	AS, BS	Yes	No		D	SHP - Health Professions
Healthcare Administration	MHA	Yes	No		D	SHP - Health Professions
Infection Prevention & Epidemiology	MS	Yes	No		D	SHP - Health Professions
Legal & Paralegal Studies	AS, BS	Yes	No		C, D	SLAS - Liberal Arts & Sciences
Medical Assistant	CERT	No	No		C, D	SHP - Health Professions
Mission Leadership	CERT	No	No		D	SHP - Health Professions
Nursing	CERT, MS	Yes	No		D	SHP - Health Professions

Program	Degree	Major	Minor	Concentration	Format	School
Nursing, Pre-Licensure Track	BS	Yes	No		C, D	SHP - Health Professions
Nursing, RN-BSN Degree Completion Track	BS	Yes	No		D	SHP - Health Professions
Organizational Leadership	MS	Yes	No	Management	D	SLAS - Liberal Arts & Sciences
Pharmacy Technician	CERT	No	No		D	SHP - Health Professions
Philosophy		No	Yes		C	SLAS - Liberal Arts & Sciences
Political Science		No	Yes		C	SLAS - Liberal Arts & Sciences
Psychology	BA	Yes	Yes	Helping Skills, Social Services, Forensic Psychology, Physiological Psychology, Sports Psychology	C, D	SLAS - Liberal Arts & Sciences
Sports Management	BS	Yes	Yes		C, D	SLAS - Liberal Arts & Sciences
Sports Management	MS	Yes	No		C, D	SLAS - Liberal Arts & Sciences
Sports Psychology		No	Yes		C, D	SLAS - Liberal Arts & Sciences
Theology and Ministry		No	Yes		C, D	SLAS - Liberal Arts & Sciences
University Studies	BA	Yes	No			



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