2026-2027

Graduate Catalog



UNIVERSITY OF MOUNT UNION

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Be Exceptional

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

UNIVERSITY OF MOUNT UNION

University of Mount Union Graduate Catalog

Academic Year 2026-2027

Revised 10/27/2026

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The Graduate Catalog

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The Graduate Catalog

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

The provisions of this *Graduate Catalog* do not constitute a contract. The Mount Union *Graduate Catalog* in effect at the time of a student's admission to the University shall generally govern such student's degree requirements, although changes in University requirements may necessitate changes in the affected areas. The *Graduate Catalog* simply reflects the policies in effect at the time of publication and does not guarantee that course offerings, requirements, or policies will not change. Any and all provisions of the *Graduate Catalog* can be changed at any time, without notice.

Each student has the responsibility to be aware of and to meet the *Graduate Catalog* requirements for graduation, and to adhere to all policies, procedures, regulations and deadlines published in this *Graduate Catalog* and in the University Student Handbook. Failure to read and comply with the policies, procedures, regulations and deadlines will not exempt a student from being governed by and accountable to them.

It is the policy of the University of Mount Union not to discriminate on the basis of race, sex, sexual orientation, religion, age, color, creed, national or ethnic origin, marital or parental status, or disability in student admissions, financial aid, educational or athletic programs, or employment as now or may hereafter be required by Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act of 1990, regulations of the Internal Revenue Service, and all other applicable federal, state and local statutes, ordinances and regulations. Inquiries regarding compliance may be directed to (330) 823-2886, Associate Dean of Students, Hoover-Price Campus Center, or to (330) 829-6560, Director of Human Resources and Employee Development, Beeghly Hall.

This *Graduate Catalog* is maintained and updated by the Office of the University Registrar. The Office of the University Registrar has made every effort to ensure the information in this *Graduate Catalog* is accurate. Any changes or corrections should be directed to the University Registrar at (330) 823-6018.

UNIVERSITY of MOUNT UNION
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The University

UNIVERSITY OF MOUNT UNION

The University

Institutional Mission

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

I. Fulfilling Lives: Graduates will develop the personal tools needed to stay healthy, curious, and resilient through decades of change.
II. Meaningful Work: Graduates will develop vocations that are deeply satisfying, ethically sound, and contribute positively to their work and community.
III. Responsible Citizenship: Graduates will become informed, ethical, and active participants in their communities and the world, and be prepared to address both local and global challenges.

Learning Goals

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

Civic Responsibility and Ethics

- Examine competing values and principles that guide personal, professional, and civic life and decisions to respectfully engage across differences in worldviews, cultures, and beliefs.

Collaboration

- Work effectively with others to achieve shared goals and contribute constructively to group problem-solving and decision-making.

Communication

- Create and deliver clear, purposeful written, spoken, and multimedia messages across personal and professional contexts.

Critical and Creative Thinking

- Synthesize knowledge and skills from multiple areas to analyze problems, evaluate evidence, and respond to evolving challenges.

Purpose and Professionalism

- Apply disciplinary expertise and develop a professional identity promoting lifelong learning.

Technological and Digital Fluency

- Evaluate and use technologies and digital tools with skill, judgment, and ethical awareness to achieve personal and professional objectives.

Wellness and Resilience

- Develop and apply practical skills and self-awareness to foster well-being for lifelong growth.

Heritage Statement

The University of Mount Union has roots in two traditions. The first of these is the Christian tradition as expressed in the American Methodist movement of the 19th Century. An important part of this movement was an effort to advance social progress through the establishment of academically rigorous institutions, which were non-sectarian, as well as racially, ethnically, and gender inclusive. This rich, church-related legacy informs the present spirit in which Mount Union maintains a historical and philosophical relationship with the Methodist tradition and foundational beliefs inherent in the Wesleyan ethos.

The University of Mount Union affirms the spiritual center of all persons and acknowledges the deep impact that spiritual and religious experience has on both cultures and individuals. In light of this, the University takes seriously its dual responsibility to foster the academic study of religious experience and to provide resources that nurture and enrich the spiritual life of our students and all members of the Mount Union community. As a university of higher education, we neither advocate a particular spiritual heritage nor proselytize on behalf of any religious or sectarian orthodoxy.

The other significant tradition of the University of Mount Union is rooted in an historic understanding of the liberal arts. A liberal arts education provides students with a broad base of knowledge in addition to training in a specific field of study. At its heart, a liberal arts course of study does not teach a single point of view but equips and empowers students to form their own conclusions based on critical reasoning. This tradition of learning continues at the University of Mount Union.

These aspects of our heritage reinforce each other in the striving for excellence, concern for the inherent dignity and worth of each individual, and the emphasis on the spiritual as well as the intellectual achievements of humanity. We embrace the global nature of our student body, recognizing that diversity serves as a resource for learning as we develop and prepare our students for "fulfilling lives, meaningful work, and responsible citizenship.

Vision

As a community, the University of Mount Union upholds its mission by continuously and proactively creating a learning environment for holistic growth and a promising future.

Purpose

The University of Mount Union cultivates a learning environment that acknowledges, accepts, and meets differing needs so that everyone is valued, experiences belonging, and achieves their full potential.

Core Values

Belonging: Motivated to foster a sense of community in a family-oriented atmosphere where people feel cared for, respected, and valued. Champions individuality and acceptance while emphasizing acts of service. Cultivates relationships, collaboration, and teamwork. Carries forward a legacy of progress deeply rooted in our history, pride, and mission.

Excellence: Committed to quality in an academic environment with learning and a quest for knowledge at the core. Fuels institutional and personal growth and continuous improvement while striving for innovation. Fosters holistic achievement and academic, athletic, and co-curricular success. Draws confidence from our longevity of institutional and financial stability.

Integrity: Driven to lead and to inspire others to realize their own leadership abilities and potential. Values responsibility, accountability, and ethical decision-making, both as individuals and as an institution. Honors authenticity and transparency. Displays passion, perseverance, and adaptability as we face the challenges of an ever-changing environment.

Welcome Statement

At the University of Mount Union, we welcome, accept, and respect all people. Through the union of various perspectives, we strengthen our community, facilitate global enlightenment, and enable collective self-discovery. As such, we create a greater understanding and acceptance of all people so that we facilitate the development of ideas, ensure the advancement of global perspectives, and embrace inclusiveness for all our constituents. We promote an engaging and collaborative environment that inspires mutual respect and positive interactions that effectively enrich learning and living for our students, faculty, staff, administration, and community.

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

- Acknowledge, respect, honor, and celebrate all members of our campus community.
- Work together to create an environment in which everyone is both welcomed and valued.
- Take these inclusive attitudes with us as we continue our life journeys.

History

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

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

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

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

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

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

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

From 1846 to present, the administration of the University has been under the leadership of 12 presidents: Orville Nelson Hartshorn, 1846-1887; Tamerlane Pliny Marsh, 1888-1898; Albert Birdsall Riker, 1898-1908; William Henry McMaster 1899, 1908-1938; Charles Burgess Ketcham, 1938-1953; Carl Cluster Bracy, 1954-1967; Ronald Gilbert Weber '38, 1967-1980; G. Benjamin Lantz Jr., 1980-85; Harold M. Kolenbrander, 1986-2000; John L. Ewing Jr. 2000-2005; Richard F. Giese, 2005-2015; W. Richard Merriman, Jr., 2015-2020; Thomas J. Botzman, 2020-2022; Robert Gervasi (interim), 2022-2023; and Gregory L. King, 2023-present.

Facilities

Facilities

(Dates of construction or dedication)

Adams Court (2007)
This row of townhouses within the village on Hartshorn Street, named in honor of Gary ’75 and Connie Adams, houses 24 upper class students.

Arch Street Building (2021)
This building houses classrooms, labs, and mock clinical space for Nursing, Physical Therapy, Physician’s Assistant Studies, and the Spectrum Center program.

The William H. Eells Art Center (1985)
The art center **c**ontains a lecture room, painting studio, rooms for print making, sculpture, drawing and design, plus faculty offices. Dr. Eells, a patron of the arts, was a member of the Mount Union Board of Trustees and a former faculty member at the University.

Beeghly Hall (1973)
The administration building is named in honor of Mr. and Mrs. Leon A. Beeghly of Youngstown, Ohio, who were major benefactors of Mount Union during their lifetimes. The building houses the principal administrative offices of the University.

Berea House (1999)
Originally Berea Children’s Home, this building, located at 1315 S. Union Ave., serves as the Phi Kappa Tau fraternity house.

Bica-Ross Residence Hall (1996)
This three-story building houses 155 students in suite-style living units, contains two classrooms and is located directly behind the Campus Center. It was named by Violet (Bica ’44) Ross in honor of her sister Virginia and in memory of her late husband L. Clayton and brother George Bica ’41.

Bracy Hall (2003)
This four-story natural sciences facility houses the departments of Biology, Chemistry, Geology and Physics. Made possible through a lead gift from Jim and Vanita (Bauknight ’63) Oelschlager, the facility is named for Dr. Carl C. Bracy, sixth president of the University. The 87,000-square-foot structure includes 22 laboratories of various types and sizes, three lecture halls, two classrooms and 21 faculty offices.

Brown Village (2007)
Located on Union Avenue, Brown Village is comprised of three apartment-style buildings (Clutter Manor, Jae Manor and Keller Manor) housing a combined total of 104 students. This living community, which provides housing for juniors and seniors, was made possible by a significant gift from David M. Brown ’54 and was named in his honor.

Brush Performance Hall (2015)
The Louis H. Brush Performance Hall was made possible by a generous estate gift from Louis H. Brush ‘31, president of Brush-Moore Newspapers, Inc., which included the Salem News and the Canton Repository. The proscenium-style performance hall offers seating for 450 on its lower level and in its balcony. The acoustically-significant, state-of-the-art space can host events of varied natures including vocal, instrumental and theatrical performances.

Chapman Hall (1864)
This five-story brick, steel and concrete structure is named in honor of Professor Ira O. Chapman, who was associated with the University from the fall of 1851 to the time of his death in 1880. It is the principal humanities classroom building on campus and was completely rebuilt in 1966-67. There are 40 faculty offices, 15 classrooms, and student and faculty lounges.

Cicchinelli Fitness Center (2009)
The fitness center, housed in the McPherson Academic and Athletic Complex, was made possible by Christopher Cicchinelli ’98 and his mother, Patricia Brisben. A two-story atrium takes you into a fitness center that has two floors housing cardiovascular and weight equipment.

Clarke Astronomical Observatory (1968)
Moved in May of 2003 to the south end of Bracy Hall, it was previously located at the south end of East Hall. It is the second such building to honor the memory of Dr. George Washington Clarke, professor of natural philosophy at the University. The first observatory, erected in 1924, served until it was razed to make room for the Timken Physical Education Building. The instruments, used in both observatories, are the gifts of Elmer E. Harrold of Leetonia, Ohio.

Clutter Manor (2007)
Named in honor of Ronald ’80 and Tracy Clutter, this apartment-style building is located within Brown Village on Union Avenue and provides housing for 32 upper class students.

Cope Music Hall (1964)
This facility is named in memory of the late Kenneth B. Cope ’20, alumnus, trustee and churchman. Principal donors to the building are his widow, Lela (Stoffer ’21) Cope, and family. Cope Music Hall is located within the Giese Center for the Performing Arts located on the northeast edge of the campus. The building contains the offices and teaching studios of faculty members in the Department of Music. Also located in this area is the Sturgeon Music Library, given in memory of Bertha Fogg Sturgeon and her parents, by Samuel Sturgeon. The collection of books, scores and recordings were begun by a generous donation by Mrs. Ella Wilcox Peasley and the Carnegie Corporation. Presently, there are more than 7,000 recordings in CD and digital formats, more than 10,000 music scores, a music reference collection, music periodicals, and a variety of equipment available for check out in the library. The facilities include a printer, study cubicles, and four computer workstations with access to the campus network, the library catalog and the Internet. A complete keyboard laboratory of 13 Roland electronic pianos is located in the music theory area, each connected to an iMac equipped with ProTools audio recording and editing software, an M-Box Mini Sound i/o box, Finale, and Pyware (marching band program designing). Dedicated choir and band rehearsal rooms, a small recital hall, 30 practice rooms of various sizes and three classrooms are on the east side of the building. Presser Recital Hall is dedicated to Theodore Presser, a former Mount Union student and professor. The three-manual organ in the recital hall is the gift of the Kulas Foundation.

Cunningham Residence Hall (1968)
A residence hall for 112 first-year students, this hall is named in honor of Mr. and Mrs. N. A. Cunningham of Alliance, Ohio. Mr. Cunningham was a trustee for 30 years. The three-story brick structure, facing Clark Avenue, is a duplicate of McCready Hall, and the two halls are separated by a courtyard.

Dewald Chapel (1999)
The first free-standing Chapel in University history, the Dewald Chapel was made possible by a lead gift from Dr. Donald and Mrs. Eleanore (Iman ’38) Dewald. The Chapel includes a sanctuary, 24-hour meditation room, conference and meeting rooms for religious life programs and offices.

Dom & Karen Capers Football Coaching Center (2020)
This building is a dedicated building for the football program. It contains the offices of the Head Football Coach and all of the Assistant Coaches. The facility has a large team meeting room that can accommodate 144 players. This large room can be subdivided into 4 smaller break-out spaces with instructional technology in every room.
Dussel House (1941)
This house, located at 1330 S. Union Ave., was presented to the University by the late Mrs. Frank E. Dussel of Alliance, Ohio and is used as the Delta Sigma Tau sorority house.
Elliott Residence Hall (1914)
Elliott is a three-story gender inclusive residence hall named in honor of A.V.T. Elliott of Canton, Ohio. The building was remodeled in 2006. Forty-two students are housed in the building.
Gallaher Hall (2014)
Gallaher Hall, Mount Union's new health and medical sciences facility, houses the Physician Assistant Studies Program and Bachelor of Science in Nursing Program as well as a potential Doctor of Physical Therapy Program slated for launch in the fall of 2015 pending the appropriate approvals. The approximately 41,000-square-foot state-of-the-art facility features an operating simulation room, exam rooms, skill labs, a conference room, tiered and regular classrooms, expansion space, a courtyard and faculty offices. Named for the late Dr. Charles S. Gallaher '25, the facility is connected by a walkway to the south end of Bracy Hall, the University's natural sciences facility.
Gallaher Theatre (2015)
The Charles S. Gallaher Theatre was made possible by a generous gift from Dr. Charles S. Gallaher '25, M.D. Mr. Gallaher, a Mount Union alumnus and distinguished member of the Board of Trustees from 1956 to 1994, very generously named Mount Union in his estate. This multipurpose space, located within the Giese Center for the Performing Arts, can host an array of events including improv theatre, theatre in the round, small music ensemble recitals, dance performances and other entertainment events as well as banquets and receptions.
Gartner Welcome Center (2009)
Named for Carl '60 and Martha Gartner, the Gartner Welcome Center was designed to further enhance the first impression for prospective students as they visit the Mount Union campus. Housing the Office of Admission and Office of Student Financial Services, the Welcome Center displays the University's commitment to green initiatives through its LEED (Leadership in Energy and Environmental Design) certification. It is the first University building to be LEED certified in Stark County.
Giese Center for the Performing Arts (2015)
The Giese Center for the Performing Arts is named in honor of Dr. Richard F. and Mrs. Sandra L. Giese, who led with vision at the University of Mount Union from 2005-2015, advancing an already-strong college to a vibrant university during their 10-year tenure at the helm. The Center, which houses is the departments of Music and Theatre, is dedicated to the visual and performing arts. The facility includes the Otto Art Gallery, Gallaher Theatre, Cope Music Hall and Brush Performance Hall and is also home to a green room, scene shop, costume shop and dressing area.
Grove Court (2007)
Named for Charles and Carol Grove, this row of townhouses within the village on Hartshorn Street is home to 40 juniors and seniors.
Gulling Training Center (2001)
The Gulling Training Center is located west of Mount Union Stadium. The 12,750 square-foot building contains offices, classrooms and areas for plyometrics and sprinting as well as a weight area for strength training. The building was funded by four major gifts including the lead gift from Paul Gulling '80 of North Canton, Ohio; Basil Strong '26 of Atwater, Ohio; Tony Lee '50 of Alliance, Ohio, in honor of his late wife, Beverly Jean (Bowden '51) Lee; and Robert Bordner of New Washington, Ohio.
Hammond Natatorium (2009)
Located in the McPherson Academic and Athletic Complex, the natatorium includes a pool and diving area for recreation and varsity athletic competition. This home of the varsity swimming and diving team includes office space, storage, a scoreboard and seating for 1,000 spectators. Hammond Construction generously provided the lead gift for this facility.
Hartshorn Village (2007)
The Hartshorn Street Village, centrally located on campus next to the Timken Physical Education Building and across from the Gulling Training Center, offers easy access to the fitness facilities of which so many of our students like to take advantage. This village community consists of three rows of houses; each with its own exterior entrance. The townhouse style of these structures gives students the real feeling of independence as they walk through their very own front door into an open floor plan consisting of a living room, kitchen, bathroom and one bedroom downstairs and a bathroom and three bedrooms upstairs.
Haupt House (2002)
The Fred J. Haupt President's Home is located at 1304 S. Union Ave. Flexible for family living and formal entertaining, highlights of the home include a domed ceiling in the foyer featuring the Mount Union seal and a wall of "University family" photographs dating from the early 1890s. The home was formally named the Fred J. Haupt President's Home in 2007 in honor of long-time University supporter and Board of Trustees member Dr. Fred J. Haupt '63.
Hoiles-Peterson Residence Hall (1989)
Hoiles-Peterson Residence Hall is a two-story, L-shaped building that houses 103 students in suite-style living units. The residence hall, located on the east side of Miller Avenue, is named in recognition of the support and dedication of Josephine (Hoiles '40) and Donald '39 Peterson.
Hoover-Price Campus Center (1962)
The University's Campus Center is named in honor of the Hoover Company of North Canton, Ohio and the late Mr. and Mrs. H.C. Price of North Canton, Ohio, principal donors for the building. It is a one-story structure of 55,800 square feet located on the northwest edge of the campus. The Campus Center is the extracurricular heart of the campus. Expanded in 1996, the Campus Center includes the offices for many of the student service offices which fall under the umbrella of the Office of Student Affairs. This includes the vice president for student affairs and dean of students and associate dean of students, as well as the offices of Alcohol, Drug and Wellness Education, Campus Card and Facility Scheduling, Diversity and Inclusion, International Student Services, Residence Life, Student Accessibility Services, Student Conduct, Student Involvement and Leadership, and the Center for Student Success which includes the Offices of Career Development, First Year Initiatives, Student Academic Support and Students in Academic Transition. Both the Kresge Commons and the B&B Café were renovated in 2006-2007 and serve as the primary dining options for students, faculty and staff on campus as well as popular gathering spots. The Campus Center is also the home to the University Store, a computer lab, student mailboxes and the University radio station. The Alumni Room, Newbold Room (formerly the East

Room), and West Room, as well as the Osborne and Deuble Conference rooms, provide accommodations for meeting space. A student-staffed Information Desk and the main University switchboard are also located in the Campus Center.

Jae Manor (2007)

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

Keller Manor (2007)

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

Kehres Stadium (1915)

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

Ketcham Residence Hall (1962)

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

Perry F. King Guest House (1981)

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

King Residence Hall (1960)

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

Kolenbrander-Harter Information Center (2000)

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

The Lakes (1916)

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

Lamborn Plaza (1984)

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

Library (1950)

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

McCready Residence Hall (1965)

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

McMaster Residence Hall (1956)

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

McPherson Academic and Athletic Complex (2009)

The McPherson Academic and Athletic Complex is Mount Union’s primary health and wellness complex. The facility is named in honor of Richard ’50 and Dorothy (Werstler ’49) McPherson, whose generosity provided for the McPherson Center for Human Health and Well-Being in 1996 as well as for this latest addition and renovation. The MAAC includes the Timken Physical Education Building, Peterson Field House, McPherson Center for Human Performance, Cicchinelli Fitness Center, Hammond Natatorium and Sweeney Auxiliary Gymnasium as well as a

wrestling room, exercise science center and laboratory, athletic training facility, classrooms, laboratories, office spaces and an area dedicated to student recruitment.

McPherson Center for Human Performance (1996)

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

Miller Residence Hall (1866)

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

Nature Center (1986)

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

Oak Hall (2010)

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

Orwick Court (2007)

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

Otto Art Center (2015)

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

Peterson Field House (1981)

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

Scott Plaza

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

Shields Residence Hall (1999)

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

Simpson Street Building (2026)

This state-of-the-art facility is home to the Doctor of Physical Therapy and Master of Science in Occupational Therapy programs. Providing students with the most relevant tools, this building provides a world-class learning experience for students.

Sweeney Auxiliary Gymnasium (2010)

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

Timken Physical Education Building (1970)

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

Tolerton and Hood Hall (1982)

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

Union Avenue Gateway and Park

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

Union Avenue West Village (2011)

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

van den Eynden Hall (1928)

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

Wable-Harter Building (1996)

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

Whitehill Tennis Courts (1946)
The University's Tennis Courts, located behind Bica-Ross Hall, are the gift of the late Mr. C. E. Whitehill of Indianapolis, Indiana. A new construction in 1999, the site includes six tennis courts.

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Accreditations & Affiliations

UNIVERSITY OF MOUNT UNION

Accreditations and Affiliations

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

- Higher Learning Commission (HLC)
- Ohio Department of Higher Education (ODHE)
- National Association of Schools of Music (NASM)
- National Collegiate Athletic Association (NCAA)
- National Council of State Authorization Reciprocity Agreements (NC-SARA)
- Accreditation Council for Business Schools and Programs (ACBSP)
- Commission on Sport Management Accreditation (COSMA)
- Engineering Accreditation Commission of ABET (EAC-ABET)
- Council for Accreditation of Educator Preparation (CAEP) – Includes ODHE Approval
- Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA).
- American Chemical Society (ACS).
- Commission on Collegiate Nursing Education (CCNE)
- Ohio Board of Nursing (OBN)
- Commission on Accreditation in Physical Therapy Education (CAPTE)
- Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) – Candacy Status

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Alumni Organizations & Special Lectureships

UNIVERSITY OF MOUNT UNION

Alumni and Related Organizations

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

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

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

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

Special Lectureships

The Carr Lecture

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

The Dewald Honors Dinner

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

The Eckler Lecture

The Mary W. and Eric. A. Eckler Endowment in Literature and Drama was established in 1981 through an endowment given by Mr. John A. and Mrs. Dorothy (Nelson '29) Cummins in appreciation of the many years of service to the community and Mount Union by the Ecklers. Dr. Eric A. and Mrs. Mary Eckler were long-time faculty members in the Department of English at the institution.

The Faculty Lecture

Each year, a member of the Mount Union faculty is selected to give a special lecture relating interesting or important developments in his or her own field or exploring matters of general concern to the faculty.

The Gallaher Lecture

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

The Heffern Lecture

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

The Kershaw Lecture

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

The Schooler Lecture Series

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

The Slater Lecture

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

The Wolf Lecture

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

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Graduate Academic Calendar

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Graduate Programs Academic Calendar

GRADUATE PROGRAMS ACADEMIC CALENDAR 2026-2027

2026 FULL SUMMER SESSION		
May 11 - August 23	Full Session	Full Summer Session
May 15	Friday	Last day to drop or add a Full Session class
May 25	Monday	No Class - Memorial Day
June 19	Friday	No Class - Juneteenth
July 3	Friday	No Class - Independence Day Observation
July 10	Friday	Last day of "W" period for Full Session class
2026 SUMMER SESSION I - 7 Weeks (M.Ed./MBA/OT/MSN)		
May 11 - June 28	Session I	Summer Session I
May 15	Friday	Last day to drop or add a Session I class
May 25	Monday	No Class - Memorial Day
June 5	Friday	Last day of "W" period for Session I class
June 19	Friday	No Class - Juneteenth
June 28	Sunday	Last day of classes for Session I
2026 SUMMER SESSION II - 7 Weeks (M.Ed./MBA/OT/MSN)		
July 6 - August 23	Session II	Summer Session II
July 10	Friday	Last day to drop or add a Session II class
July 31	Friday	Last day for "W" period for Session II class
August 23	Sunday	Last day of classes for Session II
2026 PT SUMMER SESSION - 12 Weeks (Doctor of Physical Therapy Program Only)		
May 18 - August 7	PT Session	PT Summer Session
May 22	Friday	Last day to drop or add a PT Session class
May 25	Monday	No Class - Memorial Day
June 19	Friday	No Class - Juneteenth
July 3	Friday	No Class - Independence Day Observation
July 10	Friday	Last day for "W" period for PT Session
August 7	Friday	Last day of classes for PT Summer Session
2026 PA SUMMER SESSION - 12 Weeks (Physician Assistant Studies Program Only)		
May 11 - July 31	PA Session	PA Summer Session
May 15	Friday	Last day to drop or add a PA Session class
May 25	Monday	No Class - Memorial Day
June 19	Friday	No Class - Juneteenth
July 3	Friday	No Class - Independence Day Observation
July 10	Friday	Last day for "W" period for PA Session
July 31	Friday	Last day of classes for PA Summer Session
2026 FULL FALL SESSION		
August 24 - December 10	PAS & DPT	Full Fall Session
August 28	Friday	Last day to drop or add a Full Session class
September 7	Monday	No Class - Labor Day
November 2	Monday	Last day of "W" period for Full Session class
November 25 - 27	Wed - Friday	No Class - Thanksgiving Break
December 3	Thursday	Last day of regular Full Session classes
December 4 & 7-10	Friday, Mon-Thurs	Final Exam Week
2026 FALL SESSION I - 7 Weeks (M.Ed., MBA, OT, MSN)		
August 24 - October 11	Session I	Fall Session I
August 28	Friday	Last day to drop or add a Session I class
September 7	Monday	No Class - Labor Day
September 18	Friday	Last day for "W" period for Session I
October 11	Sunday	Last day of classes for Session I
2026 FALL SESSION II - 7 Weeks (M.Ed., MBA, OT, MSN)		
October 19 - December 6	Session II	Fall Session II
October 23	Friday	Last day to drop or add a Session II class
November 13	Friday	Last day of "W" period for Session II classes
November 25 - 27	Wed - Friday	No Class - Thanksgiving Break
December 6	Sunday	Last day of classes for Session II

Updated 4/10/2026

GRADUATE PROGRAMS ACADEMIC CALENDAR 2026-2027

2027 FULL SPRING SESSION		
January 11 - April 30	PAS & DPT	Full Spring Session
January 15	Friday	Last day to drop or add a Full Session classes
January 18	Monday	No Classes - Martin Luther King, Jr. Day
March 8 - 12	Monday - Friday	No Classes - Spring Break
March 26	Friday	No Classes - Good Friday
March 29	Monday	Last day for "W"period for Full Session classes
April 20	Tuesday	SCHOLAR Day
April 23	Friday	Last day of regular classes (PA/PT)
April 26 - April 30	Monday - Friday	Final Exam Week (PA/PT)
May 8	Saturday	University Commencement Ceremony
2027 SPRING SESSION I - 7 Weeks (M.Ed., MBA, OT, MSN)		
January 11 - February 28	Session I	Spring Session I
January 15	Friday	Last day to drop or add a Session I class
January 18	Monday	No Classes - Martin Luther King, Jr. Day
February 5	Friday	Last day for "W" period for Session I classes
February 28	Sunday	Last day of classes for Session I
2027 SPRING SESSION II - 7 Weeks (M.Ed., MBA, OT, MSN)		
March 15 - May 2	Session II	Spring Session II
March 8 - April 25	OT Session II	OT Spring Session II ONLY
March 19	Friday	Last day to drop or add a Session II class
March 26	Friday	No Classes - Good Friday
April 9	Friday	Last day for "W" period for Session II classes
April 20	Tuesday	No Classes - SCHOLAR Day
May 2	Sunday	Last day of classes for Session II
2027 FULL SUMMER SESSION		
May 10 - August 22	Full Session	Full Summer Session
May 14	Friday	Last day to drop or add a Full Session class
May 31	Monday	No Class - Memorial Day
June 18	Friday	No Class - Juneteenth (Observed)
July 5	Monday	No Class - Independence Day Observation
July 9	Friday	Last day of "W" period for Full Session class
2027 SUMMER SESSION I - 7 Weeks (M.Ed./MBA/OT/MSN)		
May 10 - June 27	Session I	Summer Session I
May 14	Friday	Last day to drop or add a Session I class
May 31	Monday	No Class - Memorial Day
June 4	Friday	Last day of "W" period for Session I class
June 18	Friday	No Class - Juneteenth (Observed)
June 27	Sunday	Last day of classes for Session I
2027 SUMMER SESSION II - 7 Weeks (M.Ed./MBA/OT/MSN)		
July 6 - August 22	Session II	Summer Session II
July 9	Friday	Last day to drop or add a Session II class
July 30	Friday	Last day for "W" period for Session II class
August 22	Sunday	Last day of classes for Session II
2027 PT SUMMER SESSION - 12 Weeks (Doctor of Physical Therapy Program Only)		
May 17 - August 6	PT Session	PT Summer Session
May 21	Friday	Last day to drop or add a PT Session class
May 31	Monday	No Class - Memorial Day
June 18	Friday	No Class - Juneteenth (Observed)
July 5	Monday	No Class - Independence Day Observation
July 9	Friday	Last day for "W" period for PT Session
August 6	Friday	Last day of classes for PT Summer Session
2027 PA SUMMER SESSION - 12 Weeks (Physician Assistant Studies Program Only)		
May 10 - July 30	PA Session	PA Summer Session
May 14	Friday	Last day to drop or add a PA Session class
May 31	Monday	No Class - Memorial Day
June 18	Friday	No Class - Juneteenth (Observed)
July 5	Monday	No Class - Independence Day Observation
July 9	Friday	Last day for "W" period for PA Session
July 30	Friday	Last day of classes for PA Summer Session

Updated 4/10/2026

UNIVERSITY of MOUNT UNION
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University Student Life

UNIVERSITY OF MOUNT UNION

University Student Life

Campus Citizenship

Campus citizenship at Mount Union is based upon ideals embodied in the statement of the goals of the University. The University has declared its position as that of a community of scholars and learners in which cooperation and concern are distinguishing characteristics, and it has further stated that it is expected that all persons within the community be responsible and maturing academic citizens. Each person should treasure and maintain their own dignity while respecting the rights and privileges of others.

The standards of campus citizenship serve as guides to the development and enforcement of specific regulations, which may be found in the codes of rules dealing with the various aspects of campus life. Those who enroll and continue in this institution are expected to give evidence of understanding of and willingness to abide by the following principles:

It is expected that all students enrolled in Mount Union will take seriously their obligations to maintain standards of personal and social behavior befitting maturing and responsible campus citizens. Respect for the rights, privacy and property of all members of the campus community is a primary consideration.

We believe that a Christian university must be committed to the principles of honesty and integrity in the classroom and other campus affairs. It is expected, therefore, that all members of this community will identify themselves with the principles of honesty and academic integrity.

Students whose behavior demonstrates inability to understand or unwillingness to abide by the requirements set forth by the University are subject to disciplinary action, which may include suspension or dismissal from the University. A complete listing of student rights and responsibilities can be found in the Student Handbook, which is available on the Mount Union website.

Alcohol, Drug and Wellness Education

The Office of Alcohol, Drug, and Wellness Education serves to provide a 3-pronged approach to education, programming, and student growth and development: (1) individuals; (2) student body as a whole; and (3) university and the greater community. Through holistic education, prevention, and counseling, the Office underscores the University's mission to prepare students for meaningful work, fulfilling lives, and responsible citizenship. By focusing on making healthy choices including responsible drinking, sexual education, and drug prevention, the office works collaboratively with faculty, staff, and students to develop proactive programming, education, and counseling opportunities.

Campus Card and Facilities Scheduling

All facilities on campus must be scheduled through the Office of the University Registrar and the Academic Systems Unit of Academic Affairs, which maintains an accurate schedule of all activities occurring on campus and other events of interest related to Mount Union wherever they may take place. This provides one central location where an event can be scheduled, and details arranged for use of any facility on campus. Faculty or staff can reserve facilities by creating an EMS account located at http://calendar.mountunion.edu/VirtualEMS and reserving a room online or by calling (330) 829-2877. Once a room is requested, the Director of Camps and Conferences will review the request for approval and if approved, a confirmation e-mail will be sent to the faculty or staff member requesting the reservation. Student organizations can reserve facility space using the online system located on *Raider Experience*. The calendar of events can be viewed from the Mount Union home page.

Purple Plu$ Cards

All students, faculty and staff receive a Purple Plu$ Card. The card is used to access residence halls and meals, check out books in the library or as a debit card at various locations on campus as well as certain authorized off-campus vendors. The card is the property of Mount Union and is non-transferable. There is a $25.00 fee for the replacement of lost cards and there is a variable fee for broken/damaged cards. Replacement for first broken/damaged card is $5.00, second card is $10.00, and third card is $15.00. Replacement of broken /damaged cards requires that the recognizable pieces be presented to the Office of Student Affairs. If the broken pieces are not recognizable, a $25.00 fee will be charged for the replacement. In order to protect personal funds and maintain security, students should deactivate their cards online at https://www.mountunion.edu/purple-plus-card in the event that their ID card is missing, and the issuing office is closed.

To obtain a new card, please visit the Office of Campus and Conferences or Student Affairs in the Hoover-Price Campus Center. The office is adjacent to the Information Desk. For more information, call (330) 823-6018 or visit https://www.mountunion.edu/campus-life/living-at-mount/purple-plu-card or email purpleplus@mountunion.edu.

Campus Recreation

Campus Recreation contributes to the Mount Union experience by providing quality facilities, programs and services to all members of the campus community. Throughout the year the recreation staff offers a variety of fitness programs and intramural sport activities. The McPherson Academic Athletic Complex (MAAC) consists of cardio machines, free weights, nautilus equipment, an aerobic room, pool and auxiliary gymnasium. The Peterson Field house has a 200 meter track, two basketball courts, four tennis courts and four volleyball courts. During the academic year students, faculty and staff may participate in intramural sports such as flag football, sand night volleyball, innertube water polo, basketball, indoor soccer and many more. Fitness programs such as yoga, step aerobics, zumba and pilates are offered as well. The wide variety of programs allows members of the Mount Union community to be physically active in a safe and fun environment.

Counseling Services

The aim of counseling at Mount Union is to assist students in living as well as possible. Counseling here is a partnership; people working together to find solutions and possibilities in life. The two full-time counselors in the Office of Counseling Services work to help Mount Union students sort out life's problems and move toward life goals. Counseling Services is located in the Family Medical Center located at 146 E. Simpson St. Free, short-term counseling services are provided by appointment to enrolled students. Counseling appointments are scheduled during daytime business hours and can be made by calling (330) 823-2886.

The primary service requested by students is individual counseling. During counseling, students typically discuss problems with relationships, adjusting to college life, stress or burnout, the death or illness of a friend or relative, academic difficulties, career or work decisions, substance abuse problems, family dilemmas, sports injuries or setbacks, the effects of violence or prejudice and/or balancing school, work and social life. Counseling allows students to address life problems typically faced by college students. If a student needs long-term, intensive out-patient, or in-patient treatment an appropriate referral will be made. In addition, there are no psychiatric services available, referrals are made for students to receive such services off campus.

Students experiencing serious emotional, medical or behavioral problems (including but not limited to suicidal or homicidal thoughts or actions, eating disorders, substance addictions and disorders which impair the ability to think logically or relate with others constructively) are referred for outside treatment, often with the aid of parents or guardians. To promote safety and recovery, students who seem a danger to themselves and/or others may be withdrawn from the University.

As time allows, other services include presentations and consultation. Presentation subjects might include creating good relationships, learning relaxation methods, finding the right path in life, making and reaching goals and communicating effectively with friends and loved ones. In addition, the staff consults with students on mental health, relationship or general life decisions or concerns.

Diversity and Inclusion

The Office of Diversity and Inclusion falls under the Office of Student Affairs, reporting to the vice president for student affairs and dean of students. Diversity and Inclusion primarily serves as a resource for students of color in matters of academic, social, cultural, and personal well-being. However, the office also offers services to all students who are interested in/concerned with issues of diversity within the campus community. Mount Union believes that an appreciation of diversity among campus constituencies creates a welcoming campus environment that is crucial to the success of all students.

The Office of Diversity and Inclusion actively works to enhance the quality of student life on the Mount Union campus by providing programs, services and other educational opportunities that contribute to student learning and growth. While student needs are the primary focus, diversity focused programming is available to the entire Mount Union community during the academic year.

Student Accessibility Services

Mount Union values disability as an important aspect of diversity and is committed to providing equitable access to learning opportunities for all students. Student Accessibility Services (SAS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations based upon appropriate documentation, nature of the request, and feasibility.

If you have or think you have a temporary or permanent disability and/or medical diagnosis in any area such as, physical or mental health, attention, learning, chronic health, or sensory, please contact SAS. The SAS office will confidentially discuss your needs, review your documentation, and determine your eligibility for reasonable accommodations.

Accommodations are not retroactive, and the instructor is under no obligation to provide accommodations if a student does not request an accommodation or provide documentation. Students should contact SAS to request accommodations and should discuss their accommodations with their instructor as early as possible in the semester. You may contact the SAS office by phone at (330) 823-7372; or via e-mail at studentaccessibility@mountunion.edu.

Center for Global Education

The Center for Global Education offers a variety of international opportunities for living and learning abroad. The Center advises students during the study abroad process and assists faculty with travel seminars and visiting professorships.

Health Center

Purpose and Support of Institutional Goals: The Health Center focuses on health promotion, health protection, health education, disease prevention and clinical care. The main purpose of the Heath Center is to provide medical care for students who have short term illness and injuries, so they can be restored to their optimal level of good health and remain in class. The Health Center staff recognizes that good health contributes to the academic success of students. Good health contributes to the productivity and success of students and helps them achieve their academic, social, athletic, career and personal goals.

The Health Center supports the institutional mission of the University to "prepare students for meaningful work, fulfilling lives and responsible citizenship." The Health Center helps individuals achieve their optimal level of wellness, so they can face challenges that enable them to obtain meaningful work, lead fulfilling lives and be responsible citizens.

Location and Hours: The University of Mount Union Student Health Center is located in Alliance Community Hospital's Professional Office Building at 270 E. State Street, Suite 200. Campus Security is available to provide transportation to the Student Health Center if needed.

The student Health Center is open Monday through Friday, with nurses on duty from 8:00am to 4:00pm during the academic year when classes are in session; a physician is available 10:45am to 12:15pm and a Physician Assistant from 12:00pm to 3:45pm. Summer hours are 8:00am to 12:00pm, with nurses on duty.
No appointment is necessary. The Student Health Center can be reached at 330-596-7995.

Services: The Health Center functions as an ambulatory care center. Services include health promotion, health protection, health education, disease prevention and clinical care. Preliminary diagnostic work, preventative medicine and the care of short-term illness and injuries are services provided. The Health Center staff provides students with opportunities for learning outside the classroom. The Health Center celebrates many national health observances, and the staff teaches students about healthy lifestyles, health promotion, disease prevention, safety and self-care issues. There is no charge to see a nurse or physician, however if a diagnostic test is ordered, the student will be responsible for any amount not covered by their insurance.

Emergency Information: Students who have medical emergencies should go to the emergency room at the nearest hospital. The nearest hospital in Alliance is Alliance Community Hospital.

After Hours Care: In case of minor illness and injuries that occur after Health Center hours, students may use an urgent care center, such as an immediate care facility, or the hospital. Students, however, will be liable for expenses incurred unless the medical care is covered by insurance. Students who need assistance in making arrangements for afterhours care should contact their resident directors or community educators. Those students who receive medical care after hours must contact the Health Center the next day to follow up with the physician and complete an insurance claim form.

Policy Statement for Follow-Up Care: It is the policy of the Student Health Center that students who obtain diagnostic tests, medical consultations or other treatments at the Student Health Center receive appropriate follow-up care. If a student has an x-ray, diagnostic test or medical consultation, the results will be provided to the student during their follow-up appointment at the Health Center. It is the student's responsibility to return to the Health Center to obtain x-ray and diagnostic test results or to receive follow-up care. Unless the x-ray, diagnostic test or medical consultation indicates a serious and/or emergency medical condition, the staff will make one telephone call to the student to inform them of the need to return to the Health Center, to schedule or reschedule appointments, or to follow-up with any treatments or other care. If a student is not available when the telephone call is made, the Health Center staff will contact the student by e-mail.

Health Requirements Prior To Arrival on Campus: The required health forms for all freshmen and transfer students are available at www.mountunion.edu/health-center-forms. All students are required to have a completed immunization record as well as other health information forms on file at the Health Center prior to their arrival on campus. The completed forms are mandatory. Athletes are required to have a physical exam.

Mandatory immunizations include: Two doses of MMR (Measles, Mumps and Rubella) vaccine and a Tetanus-Diphtheria booster or Tdap booster within the last 10 years. Refer to the immunization forms for details.

University freshman living in the close quarters of dormitories are at higher risk of meningococcal disease compared with peers the same age who are not attending the University. The ACHA, ACIP and CDC recommend University freshmen living in dormitories be immunized to reduce disease risk. Other University students may choose to receive the meningococcal vaccination to reduce their risk for the disease.

Ohio law states institutions of higher education shall not permit a student to reside in on-campus housing unless the student (or parent if the student is younger than 18 years of age) discloses whether the student has been vaccinated against meningococcal disease and hepatitis B by submitting a meningitis and hepatitis B vaccination status statement. Additional information about the diseases, the vaccines and their effectiveness and status statements can be viewed on the Ohio Department of Health webpage: www.cdc.gov/vaccines/acip/index.html .

Membership: The Mount Union Health Center is a member of the American College Health Association and the Ohio College Health Association.

Student Insurance: Federal health care reform requires all full-time students to be covered by an adequate health insurance policy. The University offers a student health insurance plan for a premium. The details of the policy can be found at www.studentplanscenter.com. All full-time students will automatically be covered under this plan unless they are covered by an existing plan. Those students covered by an existing health plan may waive the University-offered plan by completing an on-line waiver form which in available on the University Health Center website at www.mountunion.edu/health-center.

All full-time students will be enrolled in an Accident-Only plan at no cost to the student. The plan provides a maximum benefit of $1,000 per covered injury. This may be used in conjunction with other plans and with the intercollegiate athletic insurance provided by the University of Mount Union. More information on the Accident-Only plan can be found at www.studentplanscenter.com or by contacting the Health Center.

Intercollegiate Athletics

Mount Union is a Division III member of the National Collegiate Athletic Association (NCAA) and the Ohio Athletic Conference (OAC). All athletic contests are conducted under the rules and regulations of these associations. Student-athletes have the same privileges and responsibilities as other students.

A diversified program of 13 intercollegiate sports for men and 11 intercollegiate sports for women is maintained. Men's sports are baseball, basketball, cross country, football, golf, lacrosse, indoor track and field, outdoor track and field, soccer, swimming and diving, tennis, volleyball and wrestling. Women's sports include basketball, cross country, golf, lacrosse, indoor track and field, outdoor track and field, soccer, softball, swimming and diving, tennis and volleyball. A professional medical staff, including certified athletic trainers, supports the student-athletes of Mount Union.

The Committee on Athletics is appointed by the president and serves in an advisory capacity and makes athletic policy recommendations to the president. Actions of the committee are regularly reported to the faculty and are subject to faculty approval. The ultimate responsibility and authority for the administration of the athletics program, including all basic policies, personnel and finances, are vested in the president of the University. The intercollegiate athletic program operates separately from the academic programs in physical education, health education, athletic training, exercise science and sport management.

Mount Union annually completes the NCAA Gender Equity Survey. Under the Equity in Athletics Disclosure Act, this report is available for review in the Office of Academic Affairs upon request.

Intercollegiate Athletics Philosophy

Mount Union adopted the following principles as guidelines for our intercollegiate athletics program:

- The educational values, practices and mission of Mount Union determines the standards by which we conduct our intercollegiate athletics program.
- The highest priority is placed on the overall quality of a student's educational experience and on the successful completion of a student's academic program.
- The welfare, health, safety and academic progress of student-athletes are primary concerns of athletics administration on Mount Union's campus.
- Every student-athlete – male and female, majority and minority, in all sports – will receive equitable and fair treatment.
- The admission of student-athletes to Mount Union and the financial aid for student-athletes at Mount Union will be based on the same criteria as that of non-athletes.

- Student-athletes, in each sport, should be graduated in at least the same ratio as non-athletes who have spent comparable time as full-time students.
- The development of sportsmanship and ethical conduct in all constituents, including student-athletes, coaches, administrative personnel and spectators is encouraged. An atmosphere of respect and sensitivity to the dignity of every person, including on the basis of age, color, disability, gender, national origin, race, religion, creed or sexual orientation, will be promoted.
- The time required of student-athletes for participation in intercollegiate athletics shall be regulated to minimize interference with their opportunities for acquiring a quality education in a manner consistent with that afforded the general student body.
- All funds raised and spent in connection with intercollegiate athletics programs will be channeled through the institution's general treasury – not through independent groups, whether internal or external. The Office of Athletics' budget will be developed and monitored in accordance with general budgeting procedures on campus.
- Annual academic and fiscal audits of the athletics program will be conducted.

Statement Concerning Sportsmanship/Ethical Conduct of the University of Mount Union Intercollegiate Athletic Teams

The University of Mount Union expects high standards of honesty, integrity and behavior in the conduct of intercollegiate athletic competition.

It is the responsibility of coaches, student-athletes, administrators and other athletic personnel of the University of Mount Union to recognize the significance of their behavior as visible members of the campus and local community. These participants are, therefore, expected to live up to their responsibility by demonstrating good sportsmanship.

Inappropriate conduct on the part of coaches, student-athletes, administrators or other athletic personnel, which includes the use of alcohol or controlled substances, verbal or physical abuse, or demeaning words or actions toward officials, coaches, players or fans is unacceptable and will not be tolerated.

Existing rules for athletic competition that deal with sportsmanship/ethical conduct will be fully enforced at the University of Mount Union. Where existing rules are inadequate, the expectations of the University of Mount Union will set the standard for appropriate behavior.

Intercollegiate Athletics Eligibility

To be eligible for participation in the University's intercollegiate athletic program during the traditional season, a student must be enrolled full-time for the semesters of participation, must be in good academic standing and be making satisfactory progress toward a degree. To be eligible for participation in the University's intercollegiate athletic program during the non-traditional season, a student must be enrolled full-time for the semesters of participation. These requirements are in accordance with National Collegiate Athletic Association (NCAA) guidelines.

Intercollegiate Athletics Participation Fee

The intercollegiate athletic participation fee is charged to all graduate students participating in athletic teams as well as any undergraduate students who are enrolled for less than 12 hours. The current rate is listed in the Schedule of Fees published annually by the Business Office.

International Student Services

The Office of International Student Services, along with the Office of Diversity and Inclusion, assists international students as they adapt to all aspects of campus life, acting as liaison and advocate in dealings with the U.S. government, Mount Union, academic departments and administrative offices. Together, we also conduct orientation upon arrival, plan cultural programs and organize monthly social activities. The office also coordinates the i-Guide Library Peer program, i-Mentor program and Community Friend Program which are designed to match international students with current Mount Union students and local families in order to gain an authentic American perspective. The office also offers services to all students, faculty and staff who are interested in or concerned with global issues. To contact the office, call (330) 823-2574.

Residence Life

Housing of students at the University of Mount Union falls under the auspices of the Office of Residence Life within the Office of Student Affairs. Mount Union ascribes to the belief that the residential experience can significantly contribute to a student's overall collegiate experience. In accordance with those beliefs, all full-time undergraduate students are required to live on campus for two years unless an Off Campus or Commuter Petition is submitted to and approved by the Office of Residence Life. In addition, all students living in campus housing (with the exception of the apartment-style housing) are required to be on a campus meal plan. New students are required to stay on one of two meal plans the entire first year, either unlimited meals per week or 16 meals per week plus $100 dining dollars for the semester which are available to use in any campus dining facility. After the first year, students will be able to select from more options. Block meal plans do not fulfill this requirement.

Approximately 1,650 students live on campus in 10 residence halls, three apartment complexes, and campus houses making Mount Union a largely residential campus. There are essentially four types of housing options available to students residing on campus: single-gender and coeducational traditional style residence halls; coeducational, suite-style residence halls for sophomores and above; residential houses; and junior and senior apartments or townhouse-style living options. In addition, fraternity and sorority members in good standing may choose to live in their organization's house. All rooms in campus housing are equipped with beds, desks, desk chairs, dressers, closets or wardrobes, and drapes or blinds. Additionally, all campus housing is wired for computer networking. Laundry machines are provided in all residential facilities and are free of charge.

Professional staff members, called resident directors, live on campus and are responsible for the day-to-day supervision of the residence halls, houses and apartments/townhouses. In addition to ensuring the smooth operation of the building, they supervise the student residence life staff in each area and strive to make the residence halls and houses true living and learning communities. There is a resident director on call (RD on duty) 24 hours a day, seven days a week. The RD on duty is available to assist students with any residence hall emergencies or after-hour situations that may occur.

Spiritual Life

The University of Mount Union has a chaplain who ministers to the spiritual needs of the academic community. The chaplain serves as a spiritual advisor to students, faculty, and administration. The chaplain is responsible for providing and supervising all aspects of spiritual life on campus which include community worship and prayer; advising and coordinating the activities of student spiritual life groups; encouraging student involvement in worship and community life on campus as well as churches and faith communities in the Alliance area; developing and participating in local, regional and national student spiritual life conferences and retreats; and planning and coordinating service/work trips for students, faculty and administrators.

Student Involvement and Leadership

The Office of Student Involvement and Leadership assists Mount Union Students preparing for fulfilling lives, meaningful work and responsible citizenship through engaging and intentional cocurricular activities, programs, services, and partnerships. Through immersed participation, training, practice, and reflection, the Mount Union student will gain skills that complement their academic endeavors and further enable their success after graduation. Student Involvement & Leadership is directly and specifically responsible for the coordination of all-campus programs, advising fraternity and sorority life, coordinating and implementing leadership programs, advising the Mount Union Senate, providing student organization support, and offering the Student Involvement Record.

All-Campus Programming

The Raider Programming Board: The Raider Programming Board is the University's student-led activities council. The Raider Programming Board, or RPB, is responsible for a number of the all-campus programs that are brought to campus, including Week of Welcome, Homecoming, Family Day, Little Sibs Weekend, Springfest, and much more. RPB offers Coffeehouse open-mic night, several Fridays throughout the semester in Campus Grounds, to feature student talent. The Movie Series brings blockbuster hits to campus as well as periodically provides movie tickets to Carnation Cinema, and Midweek Madness offers a wide variety of entertainment every Wednesday such as comedians, hypnotists, pottery nights, and trivia.

Family Day: Family Day provides students, parents and their families an opportunity to re-connect during the middle of the fall semester. Including attendance at a Raider football game, a luncheon and evening entertainment, Family Day provides resources for families to continue to support the educational pursuits of their students.

Homecoming: The Raider Programming Board, in concert with Office of Alumni Relations and University Activities coordinate the events of the annual Alumni/Homecoming Weekend. The Raider Programming Board selects and coordinates the events of the week leading up to Homecoming. At half time of the Homecoming football game, the Homecoming Court Ceremony take place.

Little Sibs Weekend: A variety of student organizations on campus sponsor events throughout the weekend to provide entertainment and welcome younger family members of the current students. Activities typically include a live show, a movie, inflatable fun, various crafts, a photo booth, and so much more. Registration opens in March.

Leadership Programs: Our leadership programs provide students at a variety of abilities and engagement levels with appropriately designed leadership opportunities to further enhance their learning and engagement on campus. This includes workshops and offerings available throughout the year to meet the needs of student leaders and organizations.

Fraternity and Sorority Life

Mount Union hosts four fraternities and four sororities on campus. The Office of Student Involvement and Leadership holds the philosophy that the social fraternities and sororities are a part of a community emphasizing the shared values of the various groups, having a high expectation for interaction among all groups. When joining one organization, a member can expect to feel a sense of belonging to a greater whole.

Mount Union provides the opportunity for first-year students to join a fraternity or sorority during their first semester on campus, including in the fall of their first year. Any student who is not currently affiliated with a fraternity or sorority may participate in the recruitment process at any point in their college career. A man interested in fraternity life must achieve a minimum GPA required by the individual fraternities to be eligible to join a fraternal organization on campus. Women interested in joining a sorority must obtain that minimum grade point average required by the chapter of their interest. Interfraternity Council and Panhellenic Council, the fraternity and sorority governing boards, organize and operate the recruitment period in September. The individual chapters also sponsor a variety of events throughout the year to provide new students with information regarding fraternities and sororities.

Sophomore, junior, and senior students may choose to reside in their fraternity or sorority houses, if housing is available.

Student Organizations

In support of the leadership development that takes place in student organizations, the Office of Student Involvement and Leadership also serves as a resource center and clearinghouse for the approximately 90 active student organizations on campus. Students can learn about becoming involved in these student organizations by participating in the Raiderfest student involvement fair held during the first week of the fall semester. All student organizations are required to register with the Office of Student Involvement & Leadership and maintain current contact information for presidents and advisors. Students interested in starting a new student organization can obtain materials and learn the appropriate process by visiting the University website or contacting the Director of Student Involvement & Leadership.

Student Senate: The Mount Union Student Senate is the chief avenue for students to maintain an effective voice in the affairs of the University by serving as the link between the student body and the administration. Through Student Senate, students can express concerns or make suggestions (either directly or through their representatives) about any issue on campus, be it academics or campus life. In addition, any student or organization may petition Student Senate for funding for extracurricular projects and endeavors.

Student Involvement Record: The Student Involvement Record (SIR) is a chronological record of students' participation cocurricular activities at the University. The SIR information and data are submitted and kept on file in the Office of Student Involvement &

Leadership, and data is regularly updated each semester. Students may request their SIR at any point in the year by simply contacting the Office of Student Involvement & Leadership.

Center for Student Success

The Center for Student Success (CSS) empowers students in the strategic pursuit of their goals as they relate to personal transition, self-discovery, academic progress and success, and career planning. The CSS is comprised of several offices and programmatic areas including academic support, career development, first year initiatives, search-for-a-major support, sophomore initiatives, student accessibility services, student success and retention programs, and transfer student services. While each of these areas offers a different type of assistance, their services are interrelated to provide holistic, student-centered support. The Center for Student Success is located in the Hoover-Price Campus Center. For information, call (330) 823-8685 or visit https://www.mountunion.edu/academics/student-success.

Academic Support: Helping students reach their full potential is the primary goal of Academic Support. Through individual meetings, success workshops, the Raider Rise program, academic peer mentoring programs, Structured Study, the tutoring program, and other academic support-related opportunities, Academic Support strives to assist students in developing the skills, habits, and behaviors for success necessary in university-level coursework. All resources and programs come at no additional cost to students, and all students are welcome and encouraged to visit the office for assistance with academic success strategies.

Career Development: Deciding on a career to pursue and having the tools to navigate the job or graduate school search process are critical to all students. This process actually begins much earlier than the senior year, and the Office of Career Development is there to assist all students with this. We help prepare students to research careers, identify and secure experiential learning opportunities (internships), and develop and implement job search strategies, which include creating a resumé, networking and interviewing with employers, and targeting job leads. Preparing for graduate school applications and admission tests is also supported by Career Development in addition to the other events we facilitate, including job and internship fairs, graduate and professional school fairs, mock interviews, on-campus recruiting, and a variety of networking events.

First Year Initiatives: The Office of First Year Initiatives strives to aid first year students to make a successful transition from high school to college. The first year of college is a pivotal one, and through intentional programming and services as well as meaningful relationship building, First Year Initiatives encourages academic excellence through co-curricular learning, fosters the development of the whole student, and provides a supportive community to learn and grow.

First Year Initiatives offerings will include the summer Preview and Fall and Spring Orientation programs

Preview. Preview is the first part of an ongoing and multi-faceted transition process for new Mount Union students, which involves academic, intellectual and personal development pursuits. Held during the summer months, it is your chance to "preview" much of what Mount Union has to offer in terms of University life. It is designed to begin the college transition process for both students and their parents and family members. Everything from scheduling classes to extracurricular activities; a chance to meet some of your faculty to staying overnight in one of our first year halls – it's all here for you! In addition to making student, faculty, staff and family connections, Preview will provide students with the foundation to succeed academically. This includes math and world language testing, learning about the general education requirements, and meeting with an academic advisor to schedule classes for the fall semester.

- ***Fall Orientation.*** Fall Orientation, held in the fall prior to the first day of classes, is designed to continue to the transition to college process by providing opportunities to connect with roommates and classmates, learn more about extracurricular activities that enhance the whole college experience, and reconnect with faculty and the academic curriculum through a series of informational and social programs intended to increase a student's success. The primary goal of Fall Orientation is to inform new students of their opportunities and responsibilities as part of the campus as well as to initiate their integration into all aspects of the University of Mount Union community.

Search-for-a-Major Services: If you are not sure of your major or are considering changing it, the Center for Student Success can help. Come meet with our staff who will help you explore your interests and skills to help identify the courses, major, and/or minor that might be a good fit for your academic strengths and future career and life goals.

Sophomore Initiatives: While starting the second year of college is much different that coming as a first-year student, many students are still finding their way. Our sophomore initiatives provide support throughout that second year of college through individual appointments with the CSS staff as well as the Sophomore Halfway There Fair. The Sophomore Halfway There fair takes place in the spring semester and is a chance to make sure students are ready to submit their Raider Foundations Portfolio (RFP) and are poised to enter their junior year in a position of strength to reach success.

Student Success and Retention Programs: In collaboration with campus partners in Academic Affairs, Athletics, Student Affairs, and other areas, the CSS works to support, create, and ensure student success and retention programs campus wide. Along with Vice President for Student Affairs, the CSS is a co-leader of the University Retention Committee and is also responsible for maintaining the Student Success and Retention Hub. Finally, the CSS is responsible for Ellucian Advise, a retention software utilized by Mount Union.

Transfer Student Services: Once a student completes the transfer admission process, the Center for Student Success, in conjunction with the Integrative Core Office, helps support them as they become a Raider! Some of these support programs include the Transfer Student Seminar, which all transfer students take in their first semester at Mount Union, as well as the Transfer Student Organization, which provides amazing peer support and programming and is advised out of the Center for Student Success. We also provide academic advising, a joint venture with the Integrative Core Office, for new transfer students as they enter their first semester at the University of Mount Union.

Digital, Written, and Oral Communication Studio

The Digital, Written, and Oral Communication Studio (DWOC Studio) is open to all students at the University of Mount Union. Its mission is to provide a space for students to work on writing, oral presentations, and digital artifacts, including sound and video editing, desktop publishing and more. Consultants are on hand to provide help with critical thinking at the beginning stages of a project; support through the writing, speaking, and production process; as well as polishing a final product, including essays, reports, employment and graduate school

documents, public speeches, PowerPoints, Prezis, videos, audio files, and ePortfolios and more. Make an appointment online by visiting www.mountunion.edu/DWOCS.

Mathematics Learning Center (MLC)

The Mathematics Learning Center (MLC) is a multi-space area located on the Mezzanine level of KHIC and open to all University of Mount Union students. The MLC serves as the home for students seeking tutoring in math and math related courses. Tutoring is administered by student staff recommended through mathematics faculty and supervised by the Director of the Mathematics Learning Center. Availability for both in-person and virtual appointments are available. In-person tutoring is done on a walk-in basis. Virtual tutoring as well as questions can be arranged or answered by emailing mlc@mountunion.edu.

Information Technology

The University offers state-of-the art teaching and learning resources. Each semester new facilities and technologies are made available on campus to support teaching and learning. For additional details, please visit http://www.mountunion.edu/information-technology.

Campus-Wide High-Speed Data Network: This infrastructure is the foundation upon which all of our computer information systems are built. The data network consists of a high-speed fiber-optic network between buildings and Ethernet networks within each building. Data and Cable TV jacks are provided in every residence hall room. Wireless is available within all academic, administrative and residential buildings. The entire network is directly connected to the Internet. Faculty, staff and students have remote access to campus servers through VPN.

Public Computer Facilities: General purpose computing labs are located throughout various buildings on campus. Additionally, the library portion of KHIC and some residence halls have public workstations. Numerous classroom computer labs are available as well as several specialized departmental computer labs.

CCTV-Closed Circuit Television System: Residence hall rooms, as well as most offices, classrooms and labs are connected to the Campus Cable Television (CCTV) system. The University brings to campus a wide variety of television programming including commercial channels, educational channels, movie channels and special teleconferences.

Library: The University operates an automated library system providing online public access to the catalog, circulation services, interlibrary loan, research journals and databases.

Language Laboratory: A large, state-of-the-art language laboratory is located in the Kolenbrander-Harter Information Center.

Multimedia Facilities: The University has over 50 multimedia-equipped classrooms including large-screen computer and video projection and sound systems, as well as document cameras. Additionally, faculty make use of portable carts with computers and projectors in other classrooms.

Administrative Systems: The student information system provides online access to services via the web ranging from applying for admission to registering for classes and viewing transcript information. The University uses an ID card system for electronic access to residence halls, food service, vending, copy machines and other transactions.

Mobile App: The University offers a mobile app. The app provides a wealth of academic and campus resources that you will find helpful. For more information on our mobile app please visit http://www.mountunion.edu/app.

Helpdesk: The Office of Information Technology provides helpdesk services to faculty, staff and students. To reach the Helpdesk, please dial ext. 4357 on campus or (330) 829-8726 off-campus or e-mail helpdesk@mountunion.edu with details on your needs.

Technology Resources Acceptable Use Policy

Technology User Code of Conduct

The following Code of Conduct is intended to instruct technology users in acceptable behavior regarding their use of the University of Mount Union technological resources. This document is not intended to be exhaustive of all possible behaviors that may be deemed inappropriate. Users are expected to adhere to all policies set forth by the University regarding the use of technology resources. Failure to follow the expectations set forth in this Code of Conduct or any other policy of the University regarding use of technology may result in sanctions against the user including, but not limited to, loss of access to technology resources and/or disciplinary action.

1. Users are responsible for how their accounts are used; therefore, every effort must be made to protect against unauthorized access to accounts. Users must have a password which will protect their accounts from unauthorized use and which will not be guessed easily. If a user discovers that someone has made unauthorized use of their account, the student should change the password and report the intrusion to the Office of Information Technology. Users should change their password on a regular basis to assure continued security of their accounts.
2. Users may not intentionally seek information about, browse or obtain copies of or modify files or passwords belonging to other people, whether at Mount Union or elsewhere, unless specifically authorized to do so by those individuals. Also, users may not attempt to intercept, capture, alter or interfere in any way with information on campus or global network paths.
3. Users must not attempt to decrypt or translate encrypted material or obtain system privileges to which they are not entitled. Attempts to do any of the above will be considered serious violations.
4. If users encounter or observe a gap in system or network security, they must report the gap to the Office of Information Technology. Users must refrain from exploiting any such gaps in security.
5. Users must refrain from any action that interferes with the supervisory or accounting functions of the system or that is likely to have such effects.
6. Users must be sensitive to the public nature of shared facilities and take care not to display sounds or messages that could create an atmosphere of discomfort or harassment for others.
7. Users must avoid tying up computing resources for game playing or other trivial applications, sending frivolous or excessive mail or messages locally or over an affiliated network or printing excessive copies of documents, files, images or data. Users should

be sensitive to special needs for software and services available in only one location and cede place to those whose work requires the special items.

8. Users may not prevent others from using shared resources by running unattended processes or placing signs on devices to "reserve" them without authorization.
9. Users may not copy, cross-assemble or reverse-compile any software or data that the University has obtained under a contract or license that prohibits such actions. If it is unclear if it is permissible to take such actions, users should assume that they may not do so.
10. Software may not be copied or used illegally. Web site materials must be cited appropriately, and permission obtained for the publishing, performing or distribution of copyrighted material.
11. Messages, sentiments and declarations sent as electronic mail or sent as electronic postings must meet the same standards for distribution or display as if they were tangible documents or instruments. Users are free to publish their opinions, but they must be clearly and accurately identified as coming from the particular user or, if a user is acting as the authorized agent of a group recognized by the University, as coming from the group s/he is authorized to represent. Attempts to alter the "From" line or other attribution of origin in electronic mail, messages or postings will be considered violations of University policies.
12. Users may not take any action that damages Mount Union technology resources in any way including technology found in classrooms, public computing labs, departmental labs, residence halls and University houses or any other campus location.
13. Users may not establish any computer to function as a server without the knowledge and approval of the Office of Information Technology.
14. Users are required to utilize anti-virus software on their computers. Anti-virus software must be updated regularly.
15. Users may not deploy any network electronic equipment or install wireless access points without express permission from the Office of Information Technology.
16. Users who utilize the Mount Union e-mail system are required to comply with state and federal law, University policies and normal standards of professional and personal courtesy and conduct.

Network Use Policies

The University of Mount Union network is provided for the academic use of students and faculty of Mount Union as well as to the University administration for conducting official University business. Academic use is determined to be any legitimate use of the network for the purpose of assisting in the conduct of the University's academic mission. The official conduct of University business is limited to efforts on behalf of the management and administration of the University. The network provides access to the Internet from all offices, residence hall rooms and computer labs, in addition to public access stations in the library. Students living in on-campus housing are accorded the privilege of using the network for personal use, as long as such use is in keeping with all applicable policies of the University, all applicable state and federal laws and is not excessive (resulting in diminished service to fellow students).

User access to the network is governed by the acceptable use policy of the University as well as by the following:

1. Servers. All servers operating on campus must do so with the knowledge and consent of the Office of Information Technology. A server is defined as any computer providing services of any type to other computers on the network or on external networks. Such services could include DNS, DHCP, SNMP, e-mail and application, file and/or printer sharing. In order to request the deployment of a server on the network, written petition must be made, stating:
    a. The legitimate academic use of the server;
    b. Intended server operating system;
    c. All intended server functions and applications, including protocols and services; and
    d. The identity and function of target subordinate computers/users.
2. Any computer acting as a server without prior authorization as stated above will be removed from the network. All licensing, operation and support of the hardware and software utilized will be the responsibility of the petitioner if such petition is granted.
3. Accounts. All authorized users will be provided an account by which to access the necessary network resources of Mount Union. The information regarding this account, including the account name and password, is privileged and must not be disseminated to anyone other than the account owner for any purpose. Account holders should protect their passwords and keep them confidential. Passwords should be changed frequently. Any problem resulting from irresponsible use of a password (e.g., a password that can be easily guessed or oral or written dissemination of a password) may be treated as grounds for action against the account holder. Any attempt to determine the passwords of other users is strictly prohibited. The following are categories of authorized users:
    a. Full-time staff of the University.
    b. Current faculty members
    c. Current students
4. The following categories of users may be authorized to utilize the University network based on the legitimate need for access to such resources:
    a. Part-time staff of the University
    b. Volunteer staff of the University
    c. Student employees
    d. Current students on transfer
    e. Retired members of the faculty and staff
    f. Guests
5. Other categories of users may be granted special permission to obtain access to the system at the discretion of the University. Student employees who need to access administrative software and resources due to their employment must be given approval for this access by a department administrator.
6. Special Access. From time to time, circumstances dictate the provision of short-term, special access to University systems. Such access must be in accordance with the strictest adherence to the user policies stated above and may only be granted by the Office of Information Technology after review of a written petition. The petition must state the purpose of the access, the source username and the department. Such access will typically be provided only for a limited time and will be allowed only from designated

computers. All such petitions that are approved will be maintained on file in the Office of Information Technology. All connections made through such petitions will be monitored.

7. Network Electronic Equipment. Network electronic equipment, including switches, hubs and routers, may only be installed on campus with the knowledge and consent of the Office of Information Technology. In order to request the deployment of this equipment on the network, written petition must be made stating:
    a. The legitimate academic use of the equipment;
    b. The type of equipment wishing to be deployed and for what purpose;
    c. All intended functions, including protocols and services; and
    d. The identity and function of target subordinate computers/users.
8. Any network electronic equipment deployed without prior authorization as stated above will be removed from the network. If a petition is granted, all licensing, operation and support of the hardware and software utilized will be the responsibility of the petitioner.
9. VPN. (Virtual Private Network) is a resource made available to faculty, staff and non-residential Mount Union students. VPN will allow a user to connect to the campus network from an off campus ISP (Internet Service Provider) and make it appear to the user that they were physically connected to the Mount Union network. VPN will allow users to gain access to their home space (H:\ drive), departmental common space (S:\ drive), and hand-in and handout folders (M:\ drive). VPN will be supported for only specified operating systems. If misuse of this resource occurs or if the user does not comply with the VPN Policy of Mount Union, the Office of Information Technology reserves the right to terminate any VPN connection without notice. Any party found to have violated the VPN policy may be subject to disciplinary action, including termination of VPN access. A copy of the VPN policy can be found on the Office of Information Technology web site.
10. Wireless. Wireless technology is available in specified areas of Mount Union. Use of the wireless information network implies consent to abide by all University policies pertaining to the use of computer resources at Mount Union. Users may not install wireless access points. Any unauthorized wireless access points deployed will be removed from the network.
11. Campus ID Card System. The Campus ID Card System is a network resource and as such is protected by the rules of this policy. Any party found to violate this policy or damage devices specific to this system, such as door card, vending machine or laundry readers, may be subject to disciplinary action.
12. Web Pages. The Mount Union website and individual web pages are network resources and as such are protected by the rules of this policy. Any party found to violate this policy may be subject to disciplinary action.

Appropriate Use of E-mail and Internet

Mount Union e-mail is intended to serve the communication needs of the University community. Access to the e-mail system is a privilege. Any e-mail addresses or accounts assigned by the University to individuals, sub-units or functions of the University are the property of the University. The Mount Union network is not intended for private correspondence, as such, all communications on Mount Union computer systems, whether personal or business-related, are the property of Mount Union. E-mail users are required to comply with state and federal law, University policies and normal standards of professional and personal courtesy and conduct. Unacceptable uses of e-mail and Internet access include, but are not limited to, the following:

1. Use for any purposes that violate a federal, state or local law.
2. Use for any commercial activities, including commercial advertising unless specific to the charter, mission or duties of the University of Mount Union.
3. Use to publish, post, distribute, disseminate, or link to any:
    a. Inappropriate, profane, defamatory, infringing, obscene, indecent, harassing or unlawful topic, name, material or information
    b. Software or other material protected by intellectual property laws, rights of privacy or publicity or other proprietary rights, unless the individual owns/controls such rights or has received all necessary consents for the use of such software and other materials
    c. Software or other material that contains viruses, corrupted files or that may or are intended to damage the operation of another's computer
4. Use to gather or otherwise collect information about others for commercial or private use, including e-mail addresses, without the express consent of the individuals.
5. Use for fund raising, political campaign activities or public relations activities not specifically related to Mount Union activities.
6. Use to conduct or forward illegal contests, pyramid schemes or chain letters or to spam.
7. Use to sell access to the Internet.
8. Use to conduct any activity that adversely affects the availability, confidentiality or integrity of Mount Union's technology.
9. Use to benefit personal or financial interests of any employee or student.
10. Use for mass e-mail purposes. Ennouncements should be used for this purpose.

E-mail users shall not give the impression that they are representing, giving opinions or otherwise making statements on behalf of the University or any unit of the University unless expressly authorized to do so. Where appropriate, the following explicit disclaimer shall be included: "The opinions or statements expressed herein are my own and should not be taken as a position, opinion or endorsement by the University of Mount Union."

Security

E-mail, as a public record, is subject to the Freedom of Information Act and to subpoena by a court of law. Users should be aware that any information submitted via e-mail is not confidential and could be observed by a third party while it is in transit. Encryption encourages the false belief that privacy can be guaranteed. Users should never put anything in an e-mail message that must be kept confidential. E-mail users should assume that anyone could accidentally or intentionally view the content of their message. E-mail security is a joint responsibility of the Mount Union Office of Information Technology and e-mail users. The University will provide the security offered by the currently used software, as well as a "firewall" to prevent unauthorized access to the mail server. Users must take all reasonable precautions, including safeguarding and

changing passwords, to prevent the use of the account by unauthorized individuals. Users may not divulge passwords for Mount Union accounts to any other person or allow other persons use of their Mount Union account for any reasons.

Archiving and Retention

The Office of Information Technology does not archive documents. Mount Union records communicated using e-mail or the Internet need to be identified, managed, protected and retained as long as they are needed to meet operational, legal, audit, research or other requirements. Each director is required to comply with approved records retention schedules or to set standards to retain, manage and make accessible in an existing filing system, outside the email system, records needed to support program functions in accordance with Mount Union's standard practices.

Eligibility for E-Mail Privileges

Students are eligible for e-mail privileges as long as they are officially registered at Mount Union. Faculty and staff e-mail privileges start on the date employment begins and end at the close of the business day of the date of employment termination. The Mount Union Office of Information Technology may, under its sole discretion, attempt to redirect email for a reasonable period of time as determined by the University for purposes consistent with this policy and the University's mission. The University may elect to terminate the individual's e-mail account or continue the account, subject to approval by appropriate University supervisory and systems operational authority. The Office of Human Resources at Mount Union is responsible for notifying the Office of Information Technology of the date of employment termination.



Academic Policies & Procedures

UNIVERSITY OF MOUNT UNION

Academic Policies and Procedures

Student Responsibility

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

Educational Records Policy Annual Notification to Students

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

Definitions

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

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

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

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

Rights Under FERPA

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

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

Procedure to Inspect Education Records

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

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

Student records are maintained in the following offices:

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

Right of the University to Refuse Access

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

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

Right to Challenge Information in Records

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

Procedures for Hearings to Challenge Records

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

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

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

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

Disclosure of Education Records

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

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

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

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

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

Disclosure of Directory Information

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

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

Withdrawal Process

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

The withdrawal date from an online class/program will be the last date of documented academic participation, one that is substantive in nature, or the date the student notified the institution of withdrawal.

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

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

Return of Federal Title IV Funds

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

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

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

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

A Post-Withdrawal Disbursement

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

Satisfactory Academic Progress

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

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

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

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

the student must meet the following GPA requirements:

Second Degree Accelerated Bachelor of Science in Nursing
A student must maintain a cumulative grade point average (GPA) of 2.0 or above.
Undergraduate Students (Bachelor of Arts, Bachelor of Science, Bachelor of Music, Bachelor of Science in Nursing)

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

Master of Education
A student must maintain a cumulative grade point average (GPA) of 2.67 or above and receive no single grade below a B-.
Master of Business Administration
A student must maintain a cumulative grade point average (GPA) of 3.0 or above and earn no more than a single grade below a B-.
Master of Science in Nursing
A student must maintain a cumulative grade point average (GPA) of 3.0 or above and receive no single grade below a B-.
Physician Assistant and Physical Therapy
A student must maintain a cumulative grade point average (GPA) of 3.0 or above.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

progress.

If a student fails to meet the completion rate or GPA requirement after the following semester, the Office of Student Financial Aid will determine if the student is meeting the terms of their academic plan. If the student is meeting the terms of their academic plan, they may stay on financial aid probation. If the student fails to meet the terms of the academic plan, the student will be placed on financial aid suspension and will be ineligible for title IV and state financial aid. Although students may utilize the appeal process again if this occurs, the same mitigating circumstances used in previous appeals may not be used again. The Committee will also take the number of prior appeals submitted into consideration when reviewing subsequent appeals.

Leave of Absence (LOA) Policy

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

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

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

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

Full-Time Status

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

Financial Aid for Graduate Students

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

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

Eligibility and Determination for Financial Aid for Graduate Students

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

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

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

Financial Aid Application Procedures for Graduate Students

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

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

Financial Aid Renewal Procedure for Graduate Students

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

- File the Free Application for Federal Student Aid (FAFSA) renewal form online at www.fafsa.ed.gov. All renewal applicants are encouraged to file by March of each subsequent year.
- The Office of Student Financial Services will provide reminders to students electronically.
- Award letters are electronically available to students in March.

Grades

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

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

S…….Satisfactory U……Unsatisfactory

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

Grading Notations

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

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

Grades and/or Grading Notation Definitions

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

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

Student work required to resolve the incomplete for a course must be completed and submitted to the course instructor by 5:00 pm on Friday of the third week of the following session, unless an earlier deadline is specified by the course instructor. The final grade for the course is due from the instructor by 5:00 pm on Friday of the fourth week of the following session. It is the student's responsibility to arrange for completion of the work. The final grade may be any grade from "A" to "F". An "I" grade which has not been reconciled to a final grade by the deadlines set forth in this section will become an "F" and will be included in the calculations of the student's cumulative grade point average. The "I" grade calculates as an "F" grade in the GPA calculation until resolved.

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

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

Appeal of Sanctions Imposed for Academic or Professional Reasons

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

Dismissal

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

Applying for Graduation

All graduate students are expected to apply for graduation at least one semesters prior to their expected date of graduation to ensure that all graduation requirements are identified and completed by that date. The Application for Graduation should be completed on Self-Service.

Degree Conferral

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

"Walking" at Commencement

The University of Mount Union makes every effort to allow students to commence with their original "cohort." Students who are expected to graduate during a calendar year, regardless of conferral date, may participate in the commencement ceremony in May of that calendar year. For example, students expected to graduate in May, August, or December of a calendar year, not academic year may participate in the May commencement of that calendar year. Students expected to graduate in December will have the option to participate in the current commencement year or the subsequent commencement year to align with their original "cohort."

Students who participate in the May commencement ceremony as "walkers" will not graduate until their actual conferral date. During the period of time between completion of all requirements and the date the degree is awarded, students may request a Certificate of Completion to accompany a transcript.

In order to participate in any commencement ceremony, students must complete an application for graduation submitted to the University Registrar by the deadline set forth by the Office of the University Registrar. Students who do not complete an application for graduation may not be permitted to participate in the commencement ceremony.

Posthumous Degrees

University of Mount Union has a long history of compassionate interaction with families and friends of students who have passed away while enrolled at the University and, that this compassionate interaction is in the best interest of the families and the University. The awarding of a posthumous degree has frequently brought closure to a tragic situation for the family and friends of the deceased student as well as the University. The University of Mount Union may award a posthumous degree if a student, at the time of the student's death, had not completed degree and/or major requirements but was actively enrolled at the University, was in good academic standing, and had completed a substantial amount of work toward their graduation requirements and major requirements. Considerations for a posthumous degree should be submitted, in writing, to the Office of the University Registrar and can be submitted by the family of the deceased student or by a representative of the University of Mount Union, including faculty and staff. The University Registrar will make a recommendation to the Academic Policies Committee once the request has been reviewed. Decisions regarding the definition of a substantial amount of work toward the degree and the awarding of a posthumous degree will be at the discretion of the faculty. If the degree is awarded, and the next of kin desires, the deceased student's name can be read at the next commencement ceremony. In such cases, a diploma will be provided free of charge.

Academic Honesty

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

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

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

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

Determination of Student Location

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

Student Change of Address

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

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Veterans Benefits

The University of Mount Union neither sets policy nor administers V.A. programs. University personnel assigned to the office process the forms as a service to the student who is claiming V.A. educational benefits and acts as liaisons between the student and the Veterans Affairs Regional Office. Students who wish to receive benefits must report to the University of Mount Union certifying official in the Office of the University Registrar each semester to fill out a Request for Certification. In compliance with 34 CFR 21.4259(e) and 38 CFR 21.4253d)(9), the University identifies professional licensure programs related to VA educational benefits and posts all licensure requirements for those programs at VA Educational Assistance Benefits Disclosure.

Veterans Benefits and Transition Act of 2018

The University of Mount Union, in accordance with the Veterans Benefits and Transition Act of 2018 will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a Chapter 31 or Chapter 33 recipient borrow additional funds to cover the individual's inability to meet his or her
financial obligations to the institution due to the delayed disbursement of a payment by the U.S. Department of Veteran Affairs. This policy is limited to tuition funds paid by the U.S.
Department of Veteran Affairs.

Professional Licensure Disclosure

On July 1, 2020, Federal Regulations were enacted to include enhanced Department of Education professional licensure disclosure and notification to enrolled and prospective students. In accordance with 34 CFR 668.43(a)(5)(v) and 34 CFR 668.43(c), the University identifies professional licensure programs and posts educational requirement determinations for those programs at Professional Licensure Disclosure. The following is additional information about student notification.

What is a "professional licensure" program?

A professional licensure program is an academic program that is designed, marketed and/or advertised to meet the educational requirements

- for a specific license or certification and
- is required for employment in an occupation

What is a professional licensure disclosure?

A professional licensure disclosure is a requirement by the U.S. Department of Education for all colleges and universities to communicate publicly and directly to prospective and current students about

- academic programs that will or will not fulfill educational requirements for a specific professional licensure that is required for employment in that field; and
- academic programs that meet or do not meet the education requirements for licensure for each state and U.S. territory regardless of the delivery mode of the program.

How will Mount Union determine a student's location?

- A prospective student's location is determined by their permanent address listed in the admissions system.
- A current student's location is determined by their active permanent home address listed in the primary student information system.

How will disclosures be communicated to students?

- If a prospective student has indicated a professional licensure program as their academic interest, a disclosure will be sent by the Office of Admissions at the time of acceptance.
- If a current student declares a professional licensure program as their major, a disclosure will be sent by the University Registrar at the time of declaration.

CREDIT FOR TRANSCRIPTED AND NON-TRANSCRIPTED WORK AND ACCEPTANCE OF TRANSFER CREDIT

Transcripted (Transfer) Credit

A student admitted to the University of Mount Union after having attended another institution of higher education, must provide an official transcript of his or her academic record at all previous institutions. This transcript will be the basis for determining what, if any, transfer credit will be accepted by the University of Mount Union; such determination will be made by the Office of the University Registrar and the graduate program director at the time of admission on a course-by-course basis. To be eligible for transfer to the University of Mount Union academic record, a transferred course must have been completed at an accredited institution of higher education with a grade of "B" or better and must be in an academic discipline in which courses are offered by the University of Mount Union. Any credit granted at the time of admission is conditional and may be withdrawn if a student is deemed incapable of successfully completing advanced work. Grades for transfer work accepted by the University of Mount Union will not be included when calculating the student's University of Mount Union grade point average.

Acceptance of Transcripted (Transfer) Credit

Credit for undergraduate transfer work will be considered if the potential course meets all of the following conditions:

- The course was taken at an accredited college or university.
- The course carries a grade of "B" or better.
- The course is equivalent to a course offered by the University of Mount Union in an academic discipline.
- Courses taken at other institutions may be combined to satisfy one or more equivalent University of Mount Union courses, but no course may be counted more than once in calculating transfer credit. Students may be required to

provide additional supporting documentation such as a course description or a syllabus for a class to be considered for Transfer of Credit.

The award of transfer credit may also be considered in the following cases:

- In an academic discipline or area that a University of Mount Union program does not specify a course, a student may submit for transfer of credit consideration a course not offered by the University of Mount Union but directly related in its content to the area requirement.
- In an academic discipline or in general education where courses are specified, a student may submit coursework to the University of Mount Union that is in a related discipline that may substitute for the required course(s). Course substitutions must be approved by the graduate program director.

All coursework will be evaluated for its current relevance and may not transfer if the material in the coursework is deemed to be significantly non-current in the subject area. Individual disciplines within the University of Mount Union may place limits on the age or relevance of courses eligible for transfer of credit.

Rejection of Transfer Credit

The University of Mount Union reserves the right to reject any or all undergraduate credits from other institutions, regardless of their accreditation status, when it determines through investigation or otherwise, that the quality of instruction at such institutions is for any reason deficient or unsatisfactory. The judgment of the University of Mount Union on this question shall be final. The University of Mount Union reserves the right to disallow transfer credit for courses if the student's subsequent grades in required courses in the same subject fall below acceptable standards.

International Transfer Credit

The University of Mount Union may recognize students who have completed university-level credits at an institution outside the United States. These international credits may be applied toward a University of Mount Union degree. The following are some basic guidelines regarding the transfer of international credits:

- Credits will not be accepted from a school or institution that is not recognized by the local Ministry of Education (or equivalent). Credits will also not be accepted unless they are considered "university-level" within the original international educational system.
- Credits will be calculated to conform to the structure of the U.S. educational semester system. The definition of a semester credit in another country is not necessarily the same as the U.S. definition.
- Original transcripts (whenever possible) and evaluation documents will be accepted and must be translated in English.

Timing of Transcripted and Non-transcripted Credit Consideration and Acceptance

For credits to be transcripted on the official University of Mount Union transcript, students must submit official transcripts from other institutions no later than the end of the student's first semester, if a first time Mount Union student or no later than the end of the semester immediately following the term in which the credit was earned, if the student is enrolled in any semester beyond their first semester at the University.

Students are encouraged to submit all transcripts for transfer of credit evaluation or documentation for non-transcripted credit as soon as possible upon admission to the University of Mount Union to enable accurate evaluation by the Office of the University Registrar and for scheduling of courses. Official transcripts must be received by the Office of the University Registrar no later than the end of the student's first semester at the University of Mount Union.

Notice Concerning Transferability of Credits Earned at the University of Mount Union

In the U.S. higher education system, transferability of credit is determined by the receiving institution taking into account such factors as course content, grades, accreditation and licensing. For this reason, the University of Mount Union does not imply, promise, or guarantee that credits earned at the University of Mount Union will be accepted by another college or university. If the credits or degree you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. Students considering transferring to another college or university are responsible for determining whether that school will accept the University of Mount Union credits. The University of Mount Union encourages students to initiate discussions with the potential transfer school as early as possible.

UNIVERSITY of MOUNT UNION
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Programs of Study

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Master of Business Administration

Admission Requirements/Criteria

All Applicants

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

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

Applicants with a Bachelor's Degree in Business or Equivalent

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

Applicants with Non-Business Bachelor's Degree

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

Consideration for Conditional Admission

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

Other Admission/Enrollment Related Information

TOEFL Requirement

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

Transfer Credit Policy

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

Acceptance into the Program

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

Tuition and Fees

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

Tuition per semester*	$4,170 ($695 per semester hour)
Application Fee	$ 30
Technology*	$1,500 ($250 per semester)
Enrollment Deposit (non-refundable)	$250
Total Estimated Program Cost*	$26,550

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

Requirements for the Master of Business Administration

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

Grading Scale

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

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

Additional Information

Students are eligible to complete more than one concentration at a time, however, taking two or more concentrations could require an additional capstone course. Course substitutions may be made at the discretion of the Program Director and are not guaranteed.

Business Analytics Concentration

Transform and Drive Competitive Advantage. MBA students seeking to build leadership skills in data-driven decision-making, The Business Analytics concentration builds leadership skills with data-driven decision making by cultivating advanced concepts in data visualization, predictive modeling, and statistical analysis to solve complex business challenges. This concentration prepares graduates to lead data-driven initiatives across industries, enhancing organizational performance and competitive advantage.

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

Bridge Courses

The school's accrediting body, ACBSP, requires additional course coverage for applicants without academic preparation in business at the undergraduate level. The following accelerated course is designed to provide the required content that covers the essential foundations gained in an undergraduate business program. The course must be completed during the student's first term in the MBA program for students without an undergraduate in a business-related field or appropriate career experience. Requirement will be determined during the admission process.

MBA 500	Business Foundations	3

Required Business Analytics Courses		**Semester Hours**
BAI 501	Business Analytics and Intelligence	3
BAI 601	Data Mining and Optimization	3
BAI 603	Operations Management	3
LDA 603	Strategic Planning and Effectiveness	3
MBA 690	Capstone	3
Total Credits		36-39

Leadership and Innovation Concentration

Lead with impact. Designed for professionals seeking career advancement, this concentration builds expertise in transformation, team dynamics, conflict resolution, innovation, and strategic analysis—developing the skills to drive change and organizational success.

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

Bridge Courses

The school's accrediting body, ACBSP, requires additional course coverage for applicants without academic preparation in business at the undergraduate level. The following accelerated course is designed to provide the required content that covers the essential foundations gained in an undergraduate business program. The course must be completed during the student's first term in the MBA program for students without an undergraduate in a business-related field or appropriate career experience. Requirement will be determined during the admission process.

MBA 500	Business Foundations	3

Required Leadership and Innovation Courses		**Semester Hours**
LDR 501	Leadership for Organizational Transformation & Change	3
LDR 601	Leading Teams and Collaborative Work Projects	3
LDR 602	Idea Development and Innovation	3
LDR 603	Strategic Planning and Effectiveness	3
MBA 690	Capstone	3
Total Credits		36-39

Strategic Healthcare Administration Concentration

Strategize, Innovate, Transform. The Strategic Healthcare Administration concentration prepares students to lead and transform strategy within the dynamic healthcare industry. The curriculum develops essential skills in strategic planning, organizational oversight, innovation and leadership for navigating complex healthcare systems and driving operational excellence.

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

Bridge Courses

The school's accrediting body, ACBSP, requires additional course coverage for applicants without academic preparation in business at the undergraduate level. The following accelerated course is designed to provide the required content that covers the essential foundations gained in an undergraduate business program. The course must be completed during the student's first term in the MBA program for students without an undergraduate in a business-related field or appropriate career experience. Requirement will be determined during the admission process.

MBA 500	Business Foundations	3

Required Strategic Healthcare Administration Courses		**Semester Hours**
HCA 501	Current Trends in Healthcare Administration	3
HCA 601	Healthcare Financing and Budgeting	3
LDA 603	Strategic Planning and Effectiveness	3
PRN 603	Crisis Communication and Repair Strategies	3
MBA 690	Capstone	3
Total Credits		36-39

Artificial Intelligence Concentration

For aspiring business leaders, an MBA with a specialization in Artificial Intelligence (AI) opens up a world of possibilities in fostering innovation, enhancing operational efficiency, and making data-driven decisions that transform organizations. This program equips students with a unique blend of technical expertise and strategic management skills, positioning them to thrive in the ever-changing AI landscape. At the core of this program is the recognition that the sheer volume of data now exceeds human capacity to comprehend. AI has become a strategic imperative, empowering organizations to parse data into meaningful insights that inform complex decision-making. By mastering AI technologies and their practical business applications, graduates will be poised to bridge the gap between technical teams and business stakeholders, ensuring successful AI adoption and implementation

Required MBA Courses		**Semester Hours**
MBA 503	Marketing Management	3
MBA 504	Quantitative Analysis	3
MBA 505	Legal and Ethical Foundations of Business	3
MBA 601	Financial Management	3
MBA 602	Strategic Human Resource Management	3

MBA 603	Managerial Accounting	3
MBA 604	Managerial Economics	3

Bridge Courses

The school's accrediting body, ACBSP, requires additional course coverage for applicants without academic preparation in business at the undergraduate level. The following accelerated course is designed to provide the required content that covers the essential foundations gained in an undergraduate business program. The course must be completed during the student's first term in the MBA program for students without an undergraduate in a business-related field or appropriate career experience. Requirement will be determined during the admission process.

MBA 500	Business Foundations	3

Required Artificial Intelligence Courses		**Semester Hours**
AAI 501	Generative AI for Managers	3
AAI 601	Business Use Cases for AI	3
AAI 602	AI Governance and Ethics	3
AAI 603	Managing AI Projects	3
MBA 690	Capstone	3
Total Credits		36-39

The University of Mount Union partners with Rize Education for the concentration in Artificial Intelligence, which helps enable and support Title IV accredited institutions participating in the LCMC consortium to offer degrees in innovative, high-demand fields. The courses are built with industry experts and focus on industry relevant assignments, preparing students for careers in growing fields with above-average starting salaries. All courses are instructor-led in an online, asynchronous format. Scheduled time is available weekly with instructors, as are office hours by appointment, providing both flexibility to students and the ability to engage live. Courses are available to students as part of their program of study, or as electives (if applicable), at no additional cost to the students. Students are responsible for required books, when applicable. For more information, please contact the Director of the MBA Program or the Dean of Graduate, Digital, and Continued Learning.

Finance Concentration

Finance remains the cornerstone of modern business, where financial expertise and strategic decision-making determine how organizations grow, compete, and innovate in global markets. Rize's MBA specialization in Finance prepares leaders to master traditional principles and emerging technologies—from sophisticated financial modeling to blockchain and DeFi—all while navigating an increasingly complex and technology-driven financial landscape. With a focus on practical skills and hands-on experience with real companies, this program empowers graduates to become confident financial leaders who can translate complex financial data into decisive business strategies. No prior advanced finance experience is required, making this program accessible to professionals from diverse business backgrounds.

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

Bridge Courses

The school's accrediting body, ACBSP, requires additional course coverage for applicants without academic preparation in business at the undergraduate level. The following accelerated course is designed to provide the required content that covers the essential foundations gained in an undergraduate business program. The course must be completed during the student's first term in the MBA program for students without an undergraduate in a business-related field or appropriate career experience. Requirement will be determined during the admission process.

MBA 500	Business Foundations	3

Required Finance Courses		**Semester Hours**
FIN 501	Managerial Finance	3
FIN 601	Capital Markets and Investing	3
FIN 602	Financial Statements Analysis and Valuation	3
FIN 603	Frontiers of Finance	3
MBA 690	Capstone	3
Total Credits		36-39

The University of Mount Union partners with Rize Education for the concentration in Artificial Intelligence, which helps enable and support Title IV accredited institutions participating in the LCMC consortium to offer degrees in innovative, high-demand fields. The courses are built with industry experts and focus on industry relevant assignments, preparing students for careers in growing fields with above-average starting salaries. All courses are instructor-led in an online, asynchronous format. Scheduled time is available weekly with instructors, as are office hours

by appointment, providing both flexibility to students and the ability to engage live. Courses are available to students as part of their program of study, or as electives (if applicable), at no additional cost to the students. Students are responsible for required books, when applicable. For more information, please contact the Director of the MBA Program or the Dean of Graduate, Digital, and Continued Learning.

Cybersecurity Concentration

Every day, organizations face new digital threats that can shake their foundations. But here's the truth: while technical experts can build firewalls, it takes visionary leaders to build truly resilient organizations. Through this MBA with a specialization in Cybersecurity, students will develop the strategic mindset and leadership capabilities to protect what matters most – their organization's future, reputation, and success. This program supports students in becoming leaders who can bridge the gap between the server room and the boardroom, turning cyber challenges into competitive advantages.

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

Bridge Courses

The school's accrediting body, ACBSP, requires additional course coverage for applicants without academic preparation in business at the undergraduate level. The following accelerated course is designed to provide the required content that covers the essential foundations gained in an undergraduate business program. The course must be completed during the student's first term in the MBA program for students without an undergraduate in a business-related field or appropriate career experience. Requirement will be determined during the admission process.

MBA 500	Business Foundations	3

Required Cyber Security Courses		**Semester Hours**
CSY 501	Information Governance, Risk Mgmt, and Compliance	3
CSY 601	Network Architects for Cyber Managers	3
CSY 602	Cyber Risk Management and Strategy	3
CSY 603	Executive Cyber Defense	3
MBA 690	Capstone	3
Total Credits		36-39

The University of Mount Union partners with Rize Education for the concentration in Artificial Intelligence, which helps enable and support Title IV accredited institutions participating in the LCMC consortium to offer degrees in innovative, high-demand fields. The courses are built with industry experts and focus on industry relevant assignments, preparing students for careers in growing fields with above-average starting salaries. All courses are instructor-led in an online, asynchronous format. Scheduled time is available weekly with instructors, as are office hours by appointment, providing both flexibility to students and the ability to engage live. Courses are available to students as part of their program of study, or as electives (if applicable), at no additional cost to the students. Students are responsible for required books, when applicable. For more information, please contact the Director of the MBA Program or the Dean of Graduate, Digital, and Continued Learning.

Course Descriptions

Bridge Courses

The school's accrediting body, ACBSP, requires additional course coverage for applicants without adequate preparation in business at the undergraduate level. The following accelerated course content covers the essential foundations for incoming MBA students. This course is required to be completed during the student's first term of the MBA program, if determined by the Program Director.

MBA 500 Business Foundations

This course is a foundational course for non-business undergraduate. This course focuses on transitioning to graduate-level writing by exposing the student to a macro perspective of the core business courses. The goal is to provide an introduction to business in general with an emphasis on accounting, economics, finance, marketing and management. Additional exposure will include a global perspective and attention to ethics and culture. *3 Sem. Hrs.*

MBA 501 Business Foundations 1

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

MBA 502 Business Foundations 2

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

Business Core Courses

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

MBA 503 Marketing Management

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

MBA 504 Quantitative Analysis

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

MBA 505 Legal and Ethical Foundations of Business

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

MBA 601 Financial Management

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

MBA 602 Strategic Human Resource Management

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

MBA 603 – Managerial Accounting

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

MBA 604 Managerial Economics

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

MBA 690 Capstone

The University of Mount Union's MBA program concludes with a comprehensive capstone course that integrates and synthesizes elements of various industry-specific theories with the knowledge and skills developed throughout the curriculum. Emphasis will be on effectively addressing the challenges of leadership in modern organizations. Students will be required to complete an assessment, which will measure achievement of program learning outcomes. The program will conclude with culminating projects requiring comprehensive application of theory to practice in one's selected concentration. *3 Sem. Hrs.*

Leadership and Innovation Concentration Courses

This concentration equips MBA students with the skills to lead strategic change, foster creativity, and implement innovative solutions that deliver measurable impact. By mastering leadership and innovation, graduates position themselves to guide organizations through uncertainty and seize new opportunities for growth.

LDR 501 Leadership for Organizational Transformation and Change

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

LDR 601 Leading Teams and Collaborative Work Projects

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

LDR 602 Idea Development and Innovation
This course will explore business innovation, new ideas and concept development, value creation, and business modeling. Students will utilize tools and techniques, such as the Business Model Canvas, and other frameworks in the investigation, generation, analysis, and validation of new venture ideas. Organizational challenges associated with business model innovation strategies will be explored. *3 Sem. Hrs.*

LDR 603 Strategic Planning and Effectiveness
This is a comprehensive course that analyzes fundamental issues in the internal and external environments experienced by organizations in various contexts. The focus will be on development and implementation of solutions that generate competitive advantages through sustainability and strategic planning. Students will enhance their leadership skills through application of theory to practice that engender organizational effectiveness. *3 Sem. Hrs.*

Business Analytics Concentration Courses

The MBA in Business Analytics prepares leaders to harness data for strategic decision-making and organizational success. Students gain expertise in data visualization, predictive modeling, and advanced statistical techniques, learning to transform complex data into actionable insights. This program equips graduates to lead data-driven initiatives across industries, driving innovation and competitive advantage in a technology-driven business environment.

BAI 501 Business Analytics and Intelligence
Data has become an important strategic asset in acquiring and maintaining competitive advantages in organizations. This course provides a conceptual and practical overview of analytical tools, techniques, and practices used to support data-driven decision making in an organization. Spreadsheet modeling techniques will be applied for analyzing risk and uncertainty and to guide managerial actions under internally and externally imposed environmental constraints. *3 Sem. Hrs.*

BAI 601 Data Mining and Optimization
The purpose of this course is to prepare students to use advanced data analysis techniques and software for decision making. Application of fundamental concepts of data mining will allow students to model, test, and interpret data sets from varied sources. Students will critique the implementation of industry specific analytical approaches and concepts in real-world situations. *3 Sem. Hrs.*

BAI 602 Managerial Information Systems
This course provides an analysis of information technology concepts, methodologies, and practices. The primary objective of this course is to enable managers to use information technology to create collaborative environments for employees, customers, and suppliers. Security of data, wireless, and Internet-based technologies will be evaluated to create data presentation and visualization strategies addressing real-world applications. *3 Sem. Hrs.*

BAI 603 Operations Management
This course will focus on the development of fundamental concepts, analysis of systems, and managerial decision-making related to the delivery of products and services. It provides a conceptual and actionable introduction to operations management. There will be emphasis on developing analytical, strategic thinking skills, and techniques crucial for managing 21st-century operations in service, manufacturing, and governmental organizations. *3 Sem. Hrs.*

Strategic Healthcare Administration Concentration Courses

Healthcare demands leaders who can manage complexity and drive change. This MBA concentration equips students with strategic, financial, and leadership skills to navigate regulations, improve patient outcomes, and lead organizations in a rapidly evolving industry.

HCA 501 Current Trends in Healthcare Administration
The course is designed to expose students to significant current issues that impact the healthcare professional. Topic areas will include current issues as they relate to the Healthcare Administrator. Topics will vary as changes to the industry environment dictate. *3 Sem. Hrs.*

HCA 601 Healthcare Financing and Budgeting
This course is designed to develop knowledge of the complex and changing aspects of health care fiscal management and the impact on processes associated with health care services in a variety of health care settings. Students will investigate the application of fiscal management strategies in the areas of social justice issues of quality, access, and cost for healthcare services. *3 Sem. Hrs.*

PRN 603 Crisis Communication and Repair Strategies
This course will critique the anatomy and stages of a crisis situation, examine leadership during a crisis, and identify crisis restoration strategies. Students will assess and evaluate business environments to create comprehensive communication strategies to sustain stakeholder relationships. *3 Sem. Hrs.*

Artificial Intelligence Concentration Courses

Artificial intelligence is transforming how businesses operate, and this specialization prepares future leaders to evaluate, manage, and implement AI solutions effectively. Designed for managers, this specialization builds foundational literacy across topics like generative AI tools, industry use cases, ethical implementation, and project management. Graduates will be equipped to lead AI initiatives, collaborate with technical teams, and make informed decisions that drive innovation and long-term business value.

AAI 501 Generative AI for Managers
Generative AI (GAI) is ushering in a new age of productivity in business, and managers who ineffectively adopt it risk being outpaced by forward-thinking competitors. This course equips students to drive impact in any industry using GAI tools. You'll learn to engineer effective prompts, integrate AI into workflows, and develop innovative GAI solutions, as well as explore ethical considerations and future trends. *3 Sem. Hrs.*

AAI 601 Business Use Cases for AI Models
Just like you wouldn't use a financial model to drive a marketing campaign, different business use cases require different AI tools. In this course, students will explore the potential and limitations of AI technologies, learning to identify business problems suitable for AI solutions and build effective AI implementation strategies. By the end of this course, students will address key challenges and solutions in AI implementation. *3 Sem. Hrs.*

AAI 602 AI Governance and Ethics
Alongside powerful data-driven solutions, AI opens a Pandora's box of ethical issues: data privacy, bias, transparency, and balancing automation with human oversight. AI governance may be the biggest ethical issue of our time, something essential for any manager to understand before implementing this new technology. Students will develop AI policies for ethics and compliance, mitigate AI-related risks, and communicate governance standards to stakeholders. *3 Sem. Hrs.*

AAI 603 Managing AI Projects
AI projects can help predict trends and optimize operations, allowing businesses to understand not just what has happened but what will happen—and what should be done about it. By the end of this course, students will be prepared to drive financial and operational impact by managing AI project lifecycles: developing comprehensive project plans, managing data and models, ensuring effective deployment, and communicating progress and outcomes to stakeholders. *3 Sem. Hrs.*

Finance Concentration Courses
Financial expertise is fundamental to effective business leadership, and this specialization prepares managers to make sophisticated financial decisions in complex market environments. This program combines traditional financial analysis with emerging trends including fintech, sustainable finance, and alternative investments. Students will develop expertise in managerial finance, capital markets, valuation techniques, and cutting-edge financial innovations, enabling them to lead financial strategy and drive organizational growth.

FIN 501 Managerial Finance
All businesses need to take risks, but managerial finance experts do so without risking it all. This course focuses on present value analysis, capital markets and budgeting, and corporate capital structure. You'll learn to assess company value, understand debt vs. equity financing, and forecast financial performance while gaining skills in budget management and decision-making that allow you to drive value creation in every aspect of the corporate world.*3 Sem. Hrs.*

FIN 601 Capital Markets and Investing
Investing involves risk—but this course teaches you how to manage that risk and make the right decisions to build and protect your wealth. What portfolio decisions are safer? How can companies thrive by balancing debt and equity? How can options mitigate risk? By the end, you'll have the financial acumen to make informed investment decisions, optimize portfolio performance, and master strategies for risk management, capital allocation, and sustainable financial growth. *3 Sem. Hrs.*

FIN 602 Financial Statements Analysis and Valuation
Financial statements are a gold mine for valuing companies accurately, influencing investment decisions, and driving success. This course covers financial statement analysis, financial ratios, risk assessment, pro forma statements, and advanced valuation techniques like DCF and comparable company analysis. Students will learn to interpret and utilize these tools to make informed investment decisions and effectively communicate financial insights. *3 Sem. Hrs.*

FIN 603 Frontiers of Finance
Finance isn't a static field, and understanding disruptors like blockchain and cryptocurrency allows you to capitalize on opportunities that are revolutionizing financial operations. Students will describe and evaluate blockchain, analyze cryptocurrencies, and assess decentralized finance (DeFi) platforms. By course end, students will be ready to explore blockchain and crypto career opportunities and lead discussions on these cutting-edge technologies. *3 Sem. Hrs.*

Cybersecurity Concentration Courses
Cybersecurity threats pose significant risks to modern organizations, and this specialization prepares managers to lead comprehensive security initiatives. This program emphasizes strategic risk management, regulatory compliance, and organizational security governance. Students will develop expertise in information governance, network architecture evaluation, risk assessment, and executive-level incident response, enabling them to protect organizational assets while supporting business objectives.

CSY 501 Informative Governance, Risk Management, and Compliance
Companies storing information are responsible for keeping it safe—and face consequences if they don't. Who's at fault after an attack and who must be informed? This course covers corporate governance principles, risk identification methods, business regulations, accountability, and audits. In a data-driven world, business leaders must handle data responsibly, and by the end of this course, you'll learn how to manage the growing legal obligations around cybersecurity.*3 Sem. Hrs.*

CSY 601 Network Architects for Cyber Managers
In order to ensure a house is safe, we need to know how it's built. It's the same for cybersecurity: to ensure systems are secure, we need to understand their design and the unique security challenges of different network architectures and data storage solutions. By the end of this course, you'll be able to critique security for various network designs, including IT and OT systems, cloud environments, data storage, and IoT networks, in terms of cyber risk. *3 Sem. Hrs.*

CSY 602 Cyber Risk Management and Strategy
Cyberattacks today are inevitable—but the extent of the damage may rely on how much you, as the manager, are prepared. By the end of this course, you'll know how to create risk management strategies before, during, and after cyberattacks, developing incident response plans, understanding frameworks like NIST and MITRE ATT&CK, identifying proactive and reactive protection techniques, and debriefing with 'hotwashes.' *3 Sem. Hrs.*

CSY 603 Executive Cyber Defense
To defend against hackers, you need to think like a hacker. This course covers the fundamentals of ethical hacking, from Linux commands and open-source tools to attack tree construction and vulnerability research. By the end of the course, you'll be able to use what you've learned to analyze, interpret, and communicate penetration tests and security strategies to decision-makers and executives. *3 Sem. Hrs.*

Master of Science in Occupational Therapy

The entry-level occupational therapy master's degree program has applied for accreditation and has been granted Preaccreditation Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. The program must complete an on-site evaluation and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

The MSOT program is a hybrid program offered through online coursework and four on-campus immersive learning experiences. To successfully complete the MSOT program, students must complete the didactic portion with an overall 3.0 GPA and no more than 2 "C" course grades across the curriculum. This didactic portion of the program must be completed within 36 months of matriculation. Both 12-week Level II fieldwork rotations must be completed within 12 months of successfully finishing the didactic portion of the program. Students must pass both level II fieldwork placements.

Admission Requirements/Criteria

- Baccalaureate degree from an accredited four-year college or university
- Overall GPA of 3.0
- Prerequisite GPA of 3.0
- Two letters of recommendation (Occupational Therapist, College Instructor, or Employer/Choice; must be a non-relative)
- Prerequisite courses required for admission include:
    - Anatomy and Physiology I & II with labs (6 credits)
    - General Psychology (3 credits)
    - Abnormal Psychology (3 credits)
    - Developmental Psychology/Lifespan Development (3 credits)
    - Medical Terminology (1 credit)
    - Research Methods / Statistics (3 credits)
    - Biomechanics/Kinesiology/Physics (3 credits)
    - Sociology/Anthropology (3 credits)

Tuition and Fees

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

2026 Entering Cohort

Tuition:

Entire 22-month program	$56,000 ($800 per semester hour x 70 semester hours)

Other Expenses:

Enrollment Deposit (netted against tuition)	$500
Technology Fee (5 semesters)	$1,250
Program Fees (5 semesters)	$1,250

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

Requirements for the Degree of Master of Science in Occupational Therapy

Program and graduation requirements are outlined in the Student Handbook and acknowledged by student signature.

Students must fulfill all of the following for graduation: successful completion of all required courses, Level I fieldwork and immersive experiences, and both Level II fieldwork placements. Additional requirements include meeting the program's technical standards, maintaining a professional behaviors portfolio, and completion of criminal background check, HIPPA Training, OSHA: Infection Control/HIV/Bloodborne Pathogens training, annual physical exam with up-to-date immunization records or waivers, proof of current CPR certification, and proof of personal health insurance.

Grading Scale

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

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

Course Sequence

Semester One – Term I	**Semester Hours**
OTP 500 Discovering Occupational Therapy	2
OTP 506 The Living Body: Functional Anatomy for Occupational Therapists	3
OTP 520 Foundations of Medical Language and Documentation	2
Semester One – Term II	
OTP 510 Occupational Therapy Essentials: Theories, Models, and Frameworks for Practice	3
OTP 540 Occupation-Based Activity Analysis	2
OTP 550 Occupational Performance & Health Conditions	3
OTP 560 Applied Practice Skills: Immersive I	2
Semester Two- Term I	
OTP 530 Human Movement for Occupational Engagement	3
OTP 570 Translating Research for Evidence-Based OT	3
OTP 590 Mind, Mood, and Meaning: Mastering Psychosocial Skills in OT	3
Semester Two- Term II	
OTP 600 Empowerment Through Movement: OT for Adult Physical Health	3
OTP 620 Applied Practice Skills - Immersive II	2
Semester Three- Term I	
OTP 580 Bridging Abilities: OT and Adaptive Tech Solutions	2
OTP 610 Neuroscience Essentials for OT	3
OTP 630 Research in Action	3
Semester Three- Term II	
OTP 612 Golden Years: Enhancing Quality of Life Through OT	3
OTP 660 Applied Practice Skills: Immersive III	2
Semester Four- Term I	
OTP 680 Strengthening Communities: OT Pathways to Health and Well-Being	3
OTP 670 Little Hands, Big Futures: Transformative Pediatric Occupational Therapy Practice	3
Semester Four- Term II	
OTP 640 Practice Innovation: Pioneering New Paths in OT	3
OTP 650 Empowered Practice: Leadership and Management Essentials	3
OTP 700 Applied Practice Skills - Immersive IV	2
Semester Five	
OTP 720 Level II Fieldwork	6
OTP 730 Level II Fieldwork	6

Course Descriptions

OTP 500 Discovering Occupational Therapy – 2 credit hours - In this course, students are introduced to the field of occupational therapy (OT) including historical perspectives, philosophy, professional organizations and contexts and settings. Roles and responsibilities of the OT practitioner will be examined using the AOTA Standards of Practice and Occupational Therapy Code of Ethics. The course will promote development of professional values related to becoming an occupational therapist, as well as explore client-centered, occupation-based and evidenced-based practice. Students will examine the Occupational Therapy Practice Framework: Domain & Process (OTPF) 4th edition (AOTA, 2020) as a foundational document in the field of OT.

OTP 506 The Living Body: Functional Anatomy for Occupational Therapists – 3 credit hours – This course explores the structure and function of the human body through biological and physical sciences, neuroscience, kinesiology, and biomechanics, with an emphasis on movement and occupational performance. Covering human development across the lifespan, it integrates developmental psychology and behavioral sciences to examine how anatomy, physiology, and behavior shape engagement in daily activities. Through lectures, readings, and applied learning, students will develop a functional understanding of anatomy to assess and support occupational therapy interventions. 3 semester hours.

OTP 510 Occupational Therapy Essentials: Theories, Models, and Frameworks for Practice – 3 credit hours - Theories, models, and frames of reference are essential to all areas of occupational therapy practice. These principles guide the entire OT process—from evaluation to intervention—for individuals, groups, and populations at all life stages, from birth to end-of-life care. In this course, students will apply various commonly used theories and models in real-world scenarios, helping them demonstrate evidence-informed practices typical in the field. This hands-on approach bridges the gap between theory and practice, preparing students for effective clinical work.

OTP 520 Foundations of Medical Language and Documentation – 2 credit hours - Foundations of Medical Language and Documentation is a comprehensive course focused on equipping students with essential skills for efficient and ethical communication in healthcare settings. Through a blend of theoretical instruction and practical application, students will master medical terminology, documentation practices, and professional communication strategies. Emphasizing the utilization of AI and electronic medical records, students will learn to document occupational therapy services effectively, ensuring clarity and confidentiality for clients/patients and their families across diverse practice settings. This course lays a solid foundation for future clinical experiences and prepares students for success as occupational therapy practitioners.

OTP 530 Human Movement for Occupational Engagement – 3 credit hours – This course provides an in-depth exploration of the Biomechanical Frame of Reference as it integrates into the holistic practice of occupational therapy, emphasizing the relationship between physical function and overall well-being. Students will develop a strong foundation in kinesiology, physics, and biomechanics, and learn how these principles apply to purposeful movement and occupational performance. The course will cover key topics such as vital sign assessment, pain evaluation, and the role of endurance and trunk control in daily activities. Students will also gain practical skills in measuring range of motion, muscle strength, and performing functional assessments such as transfers, mobility techniques, and wheelchair fitting. By the end of the course, students will be able to apply evidence-based strategies to enhance client participation, manage pain, and ensure safe and effective movement across a range of settings.

OTP 540 Occupation-Based Activity Analysis – 2 credit hours - In this course we will explore the therapeutic value of meaningful occupations in restoring functional abilities, health and wellness, and occupational performance. Application of the OTPF to activity analysis and the interaction of areas of occupation, performance skills, performance patterns, activity demands, contexts and environments, and client factors will be examined. Students will discuss the use of purposeful activities to promote occupational performance through participation in meaningful activities.

OTP 550 Occupational Performance & Health Conditions - 3 credit hours - Occupational Performance & Health Conditions provides students with a comprehensive understanding of health conditions and diagnoses that influence occupational performance throughout the lifespan. Through in-depth exploration, students will analyze the incidence, prevalence, symptomatology, and functional outcomes associated with various health conditions. Emphasis will be placed on identifying factors that impact occupational performance and developing strategies for effective, efficient, and efficacious occupational therapy interventions. By examining the interplay between health conditions and occupational performance, students will gain the knowledge and skills necessary to promote optimal client outcomes across diverse practice settings. Furthermore, students will explore evidence-based interventions, ethical considerations, and cultural factors that influence occupational therapy practice, ensuring a holistic approach to client-centered care. Through case studies, discussions, and hands-on activities, students will develop critical thinking skills and practical competencies essential for successful occupational therapy practice.

OTP 560 Applied Practice Skills - Immersive I – 2 credit hours This on-campus immersive experience will provide students with learning opportunities to practice and refine clinical skills learned in the first two sessions of the program. Additionally, building on asynchronous content for level I fieldwork requirements, students will demonstrate key competencies to fulfill fieldwork requirements through simulation, return demonstration, and other learning activities.

OTP 570 Translating Research for Evidence-Informed OT – 3 credit hours - The goal of this course is to support students in the development of critical reading and writing skills with relevance to understanding the facilitation of evidence-based occupational therapy practice that is founded upon published scientific findings. Students will demonstrate, as competent consumers of research and scholarship, the use of a systematic process to locate, analyze, and evaluate scholarly publications that inform practice. Methods for disseminating information to consumers and incorporating evidence into efficacious practice will be explored.

OTP 580 Bridging Abilities: OT and Adaptive Tech Solutions – 2 credit hours – Students begin to develop an understanding of applied technology that fosters occupational performance at home, school, work, and in the community. Students will gain the necessary knowledge and skills to provide assessment, intervention, and documentation related to assistive and occupational technology services. Students also learn how to participate in evidence-based practice, resource coordination, and advocacy for clients who utilize assistive technology or require environmental modifications or both. Special emphasis will be placed on using AI, AR, and VR to foster engagement in meaningful occupations. Practical skills in splinting techniques will also be included, expanding students' therapeutic toolkits for addressing various occupational challenges.

OTP 590 Mind, Mood, and Meaning: Mastering Psychosocial Skills in OT – 3 credit hours - The intricate relationship between mental health and occupational engagement across the lifespan using the Occupational Therapy Practice Framework as a guide will be explored. Students will investigate the profound impact of mental health on an individual's ability to engage in meaningful occupations while gaining a comprehensive understanding of how mental health influences overall wellness.

OTP 600 Empowerment Through Movement: OT for Adult Physical Health – 3 credit hours - This course focuses on occupational therapy assessment and interventions for adults with physical dysfunctions, including health promotion, wellness, and rehabilitation. Students will understand the impacts of various conditions on occupational performance, administer and interpret evaluations, and utilize clinical reasoning to develop occupation-based intervention plans. Through a variety of activities, participants will develop the skills necessary to provide evidence-based, client-centered care that improves the quality of life for adult clients facing physical challenges.

OTP 610 Neuroscience Essentials for OT – 3 credit hours - Students explore neuroscience principles and their application to occupational therapy practice. Students will examine the structure and function of the nervous system as it relates to human occupation and performance across the lifespan. The course integrates current neuroscience research with occupational therapy theory and practice to enhance clinical reasoning and intervention planning.

OTP 612 Golden Years: Enhancing Quality of Life Through OT – 3 credit hours - Focused on the older adult population, students explore occupational therapy practice with older adults across various settings. Students will examine the complex interplay of biological, psychological, and social factors that influence occupational performance and participation in later life. Concepts include aging in place and wellness as well as end of life care among others.

OTP 620 Applied Practice Skills - Immersive II – 2 credit hours - This on-campus immersive experience will provide students with learning opportunities to practice and refine clinical skills learned in the first two sessions of the program. Additionally, building on asynchronous content for level I fieldwork requirements, students will demonstrate key competencies to fulfill fieldwork requirements through simulation, return demonstration, and other learning activities.

OTP 630 Research in Action – 3 credit hours - This course places a strong emphasis on applied research, guiding students through the process of translating evidence-based findings into occupation-based interventions. By enhancing critical reading and writing skills, this course equips students with the tools to meticulously evaluate research with direct relevance to the field of occupational therapy. The focus is on empowering students to implement scientific evidence in their clinical reasoning and decision-making processes, thereby improving patient outcomes. Through experience with applied research and scholarship, students will learn to adeptly integrate research findings into effective, evidence-driven clinical practices, marking a step forward in their professional development and the advancement of occupational therapy as a whole.

OTP 640 Practice Innovation: Pioneering New Paths in OT – 3 credit hours - This advanced course explores the development and application of professional reasoning skills essential for innovative and evidence-informed occupational therapy practice. Students will engage in critical analysis, problem-solving, and decision-making processes to address complex client needs across diverse settings. Through case-based learning, simulation, and collaborative projects, students will integrate theoretical frameworks with emerging models of care, technology, and interprofessional collaboration. Emphasis is placed on cultivating reflective and ethical reasoning, creativity in service delivery, and adaptability to evolving healthcare environments. By the end of the course, students will be prepared to design and implement innovative, client-centered interventions informed by robust professional reasoning and best practices in occupational therapy.

OTP 650 Empowered Practice: Leadership and Management Essentials – 3 credit hours - This engaging course blends interactive discussions, teamwork, case studies, and practical assignments to develop skills in strategic planning, organization, staffing, and financial management. Emphasizing a hands-on approach to learning, it delves into the complexities of the healthcare environment, covering crucial topics like advocacy, legislation, reimbursement, and ethical leadership. With a focus on fostering negotiation skills, conflict resolution, and the initiation of new ventures, students are prepared to lead and innovate in the healthcare sector, navigating its political, economic, and social challenges with confidence and creativity.

OTP 660 Applied Practice Skills – Immersive III – 2 credit hours - This on-campus immersive experience will provide students with learning opportunities to practice and refine clinical skills learned in the first two sessions of the program. Additionally, building on asynchronous content for level I fieldwork requirements, students will demonstrate key competencies to fulfill fieldwork requirements through simulation, return demonstration, and other learning activities.

OTP 670 Little Hands, Big Futures: Transformative Pediatric Occupational Therapy Practice – 3 credit hours - This course focuses on the occupational therapy process as it relates to occupational performance in childhood through adolescence. Occupation-based models of practice and frames of reference will be explored to guide clinical reasoning for assessment and intervention services provided to children whose occupational performance is impacted by developmental, physical, cognitive, and psychosocial health-related conditions. Developmental theories and models of motor learning, sensory integration, and perceptual motor functioning will be examined. Screening, assessment, formulation of intervention plans, treatment implementation, discontinuation of services, and documentation will be emphasized.

OTP 680 Strengthening Communities: OT Pathways to Health and Well-Being – 3 credit hours - This course emphasizes the use of occupation-based models and evidence-based practices for assessing and enhancing the well-being of individuals, groups, and populations. The course covers the development of intervention plans, treatment implementation, and documentation, geared towards improving overall health and wellness.

OTP 700 Applied Practice Skills - Immersive IV – 2 credit hours - This on-campus immersive experience will provide students with learning opportunities to practice and refine clinical skills learned in the first two sessions of the program. Additionally, building on asynchronous content for level I fieldwork requirements, students will demonstrate key competencies to fulfill fieldwork requirements through simulation, return demonstration, and other learning activities.

OTP 720 Level II Fieldwork – 6 credit hours - During this initial Level II Fieldwork experience students will engage in hands-on clinical practice while working towards developing entry-level practitioner skills in occupational therapy.

OTP 730 Level II Fieldwork – 6 credit hours – Students will build upon and further refine their skills during this final Level II FW experience to achieve entry-level competency in OT practice.

Master of Education

Admission Requirements/Criteria

- Bachelor's degree from a regionally accredited college or university.
- Possess an undergraduate cumulative grade point average equal to or greater than 2.75 (on a 4.0 scale).
- Submit a curriculum vitae or résumé.
- Applicants will submit an essay of approximately 250-500 words which outlines the applicant's career aspirations and rationale for applying to the program. This piece will demonstrate the candidate's ability to write at the graduate level.
- Provide two recommendations from employers or former professors who are in a position to judge the applicant's potential to graduate level study and research, as well as the suitability for educational leadership.
- Consideration for conditional admission: Applicants who do not meet the above criteria will be judged on a case-by-case basis and will be asked to submit additional documentation in an attempt to gain conditional admission.
- Applicants may be selected for an interview to be conducted using phone/video conferencing. Applicants who successfully complete the interview will be admitted into one of the Master of Education program concentrations.
- Entrance to the Principal Licensure Program. Fulfill all entrance requirements and possess at least one of the following criteria:
    - Possess a cumulative undergraduate GPA equal to or greater than 3.0 (on a 4.0 scale)
    - Document satisfactory scores on the General Test of Graduate Record Examinations (GRE): Verbal greater than or equal to 145, Quantitative greater than or equal to 144, and writing greater than or equal to 3.75
    - Possess a cumulative graduate GPA greater than or equal to 3.0 (on a 4.0 scale) from at least six semester hours

Other Admission/Enrollment Related Information

- For admission into the Master of Education program, applicants whose primary language is not English must have a recent IBT (Internet- Based TOEFL) score of 100 or more in addition to meeting other program requirements.
- A maximum of nine (9) semester hours of graduate transfer credits will be considered. The course(s) must have been taken at a regionally accredited institution and be aligned with the objectives for the University of Mount Union course(s). Additional credits may be transferred on a case-by-case basis.
    - A candidate wishing credit must submit an official transcript for the work, along with a copy of the appropriate course description from the graduate catalog of the institution and may be asked to offer additional documentation, such as syllabus. To initiate a transfer credit evaluation, email a request to the Director of the M.Ed. program or the University Registrar at registrar@mountunion.edu.
- If admitted to the program, candidates are required to submit a non-refundable deposit of $250. This deposit will be applied toward tuition charges.
- Those graduating with an M.Ed. with a concentration in Ohio Principal Licensure may be able to earn the Ohio Principal's License. In order to do so, all completers must meet all Ohio State Board of Education requirements (https://sboe.ohio.gov/educator-licensure/licensure-pathways/principal-licenses) to earn the Ohio Principal's License (PK-6, 4-9, and 5-12).

Tuition and Fees

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

Tuition per semester*	$3,660 ($610 per semester hour)
Application Fee	$ 30
Technology*	$1,250 ($250 per semester)
Enrollment Deposit (non-refundable)	$250
Total Estimated Program Cost*	$19,580

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

Tuition per semester*	$3,660 ($610 per semester hour)
Application Fee	$ 30
Technology*	$1,500 ($250 per semester)
Enrollment Deposit (non-refundable)	$250
Total Estimated Program Cost*	$23,490

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

Requirements for the Master of Education

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

Additional Information

Students are eligible to complete more than one concentration at a time, however, taking two or more concentrations could require an additional capstone course. Course substitutions may be made at the discretion of the Program Director and are not guaranteed.

Athletic Coaching Concentration

Required Courses		**Semester Hours**
EDL 501	Introduction to Leadership and Organizational Change	3
EDL 503	Culturally Conscientious Educational Communities	3
EDL 504	Ethical and Moral Foundations of Leadership	3
IDT 601	Technology for Educational Leaders	3
EDL 602	Leadership for School Culture and Community Engagement	3
Required Concentration Courses		
COA 508	Contemporary Issues in Sports	3
COA 521	Strength Training and Conditioning	3
COA 522	Psychology of Coaching	3
COA 620	Using Data for Coaching	3
Required Capstone Course		
EDL 650	Capstone	3
Total Credits		30

Educational Leadership Concentration

Required Courses		**Semester Hours**
EDL 501	Introduction to Leadership and Organizational Change	3
EDL 503	Culturally Conscientious Educational Communities	3
EDL 504	Ethical and Moral Foundations of Leadership	3
IDT 601	Technology for Educational Leaders	3
EDL 602	Leadership for School Culture and Community Engagement	3
Required Concentration Courses (*choose 4*)		
EDL 502	School Finance	3
EDL 505	Using Data for School Improvement	3
EDL 506	Supervision, Evaluation, and Professional Development	3
EDL 603	School Law	3
OPL 610	School Operations and Human Resource Management	3
IDT 507	Foundations in Instructional Design	3
IDT 608	Topics in Learning Design and Technology	3
Required Capstone Course		
EDL 650	Capstone	3
Total Credits		30

Ohio Principal Licensure Concentration

Required Courses		**Semester Hours**
EDL 501	Introduction to Leadership and Organizational Change	3
EDL 503	Culturally Conscientious Educational Communities	3
EDL 504	Ethical and Moral Foundations of Leadership	3
IDT 601	Technology for Educational Leaders	3
EDL 602	Leadership for School Culture and Community Engagement	3
Required Concentration Courses		
EDL 502	School Finance	3
EDL 505	Using Data for School Improvement	3
EDL 506	Supervision, Evaluation, and Professional Development	3
EDL 603	School Law	3
OPL 610	School Operations and Human Resource Management	3
OPL 650	Principal Internship I	3
OPL 651	Principal Internship II	3
Total Credits		30

Instructional Design and Technology Concentration

Required Courses		Semester Hours
EDL 501	Introduction to Leadership and Organizational Change	3
EDL 503	Culturally Conscientious Educational Communities	3
EDL 504	Ethical and Moral Foundations of Leadership	3
IDT 601	Technology for Educational Leaders	3
EDL 602	Leadership for School Culture and Community Engagement	3
Required Concentration Courses		
IDT 507	Foundations in Instructional Design	3
IDT 608	Topics in Learning Design and Technology	3
Elective Courses (choose two)		
EDL 505	Using Data for School Improvement	3
EDL 506	Supervision, Evaluation, and Professional Development	3
EDL 603	School Law	3
OPL 610	School Operations and Human Resource Management	3
Required Capstone Course		
EDL 650	Capstone	3
Total Credits		30

Graduate Certificates

Mount Union offers three certificates to support educators, leaders, and athletic coaches seeking to enhance their skillsets and career opportunities. These certificates offer a flexible and cost-effective option for working professionals who want to expand their credentials or transition to a new position or career. A graduate certificate can serve as a valuable addition to an existing resume, helping individuals stand out in competitive job markets, without the need to commit to another full graduate degree program.

Ohio Principal Licensure Certificate Program: ***A non-degree certificate option for students already holding a master's degree.***

Course of Study:

- EDL 502: School Finance (3 credit hours)
- EDL 506: Professional Development (3 credit hours)
- EDL 603: School Law (3 credit hours)
- OPL 610: Human Resources (3 credit hours)
- OPL 650: Principal Internship I (3 credit hours)
- OPL 651: Principal Internship II (3 credit hours)

Total: 18 credit hours
Time to completion: 3 semesters or one academic year
Start dates: January, May, August
Tuition: $300.00 credit hour/$5,400 certificate

Applicants must adhere to Ohio State Board of Education Requirement. Those completing the Ohio Principal Licensure coursework in Mount Union's certificate program may be able to earn the Ohio Principal's License. In order to do so, all completers must meet all Ohio State Board of Education Requirements (https://sboe.ohio.gov/educator-licensure/licensure-pathways/principal-licenses) to earn the Ohio Principal's Licensure (PK-6, 4-9, and 5-12).

Instructional Design & Technology Certificate Program: ***A non-degree certificate option for students not seeking a master's degree or as an add on to a pre-existing master's degree.***

Course of Study:

- IDT 507: Foundations in Instructional Design (3 credit hours)
- IDT 608: Topics in Learning Design and Technology (3 credit hours)
- EDL 650: Capstone (3 credit hours)

Total: 9 credit hours
Time to completion: 1-2 semesters
Start dates: May
Tuition: $ 250.00 credit hour/$2,250.00 certificate

Athletic Coaching Certificate Program: ***A non-degree certificate option for students not seeking a master's degree or as an add on to a pre-existing master's degree****.*

Course of Study:

- COA 508: Contemporary Issues in Sports (3 credit hours)
- COA 522: Psychology of Coaching (3 credit hours)
- COA 521: Strength Training and Conditioning (3 credit hours)
- COA 620: Using Data for Coaching (3 credit hours)

Total: 12 credit hours
Time to completion: 2 semesters
Start dates: January, May, August
Tuition: $250.00 credit hour/$3,000 certificate

Course Descriptions

COA 508 Contemporary Issues in Sports
Explore the contemporary issues shaping modern sports coaching. This course centers around ethical coaching principles and explores their consistent application across diverse scenarios in sport. Participants will analyze the impact of historical and cultural factors on contemporary sports, gaining insights into responsible athlete engagement and strategies for balancing opportunities with institutional integrity. Emphasizing inclusive coaching practices, effective communication, and policy implementation, this course aims to equip participants with the skills to navigate coaching ethics and create inclusive environments in sports.*3 Sem. Hrs.*

COA 521 Strength Training & Conditioning
This course is designed to provide knowledge in the strength and conditioning field as well as human performance and wellness. Emphasis will be placed on developing, assessing, and implementing programs to enhance performance variables for athletes. *3 Sem. Hrs*.

COA 522 Psychology of Coaching
Psychology of Coaching is designed to provide a comprehensive understanding of the psychological principles that underpin effective coaching strategies. As coaches play a pivotal role in shaping athletes' mental resilience, motivation, and overall performance, this course delves into the key concepts and practical applications of sport psychology in coaching. The course aims to empower coaches with a rich understanding of sport psychology, enabling them to navigate the psychological aspects of coaching successfully. Whether you're a seasoned coach or just starting your coaching journey, this course provides a valuable toolkit for optimizing athlete development through applied psychology. *3 Sem. Hrs.*

COA 620 Using Data for Coaching
This course is designed to empower coaches in fostering the continuous development of athletes' skills through the strategic utilization of data analysis and precise practice planning. Learn how to leverage the power of data to make informed coaching decisions, facilitating targeted interventions for individual and team improvement. Coaches will delve into advanced strategies for creating an environment that not only encourages task mastery but also emphasizes adaptability and cultivates peak performance. *3 Sem. Hrs.*

EDL 501 Introduction to Leadership and Organizational Change
Candidates investigate, analyze, and apply various theories of leadership and associated concepts related to state and national standards. The emphasis of the course is on candidate connections and applications of leadership theory to his/her own leadership experience and leadership goals. Candidates will begin the process of designing a professional portfolio that demonstrates competency as an effective educational leader. *3 Sem. Hrs.*

EDL 502 School Finance
This course examines the concepts and theories regarding taxation, revenue sources, legislative issues, risk management and other associated school finance considerations. Aspiring school leaders will apply these concepts and theories in the development of district or school budget planning and development. *3 Sem. Hrs.*

EDL 503 Culturally Conscientious Educational Communities
This course explores trauma-informed practices, culturally responsive curriculum and pedagogy, and including English Language Learners to facilitate student engagement and academic success. Students will incorporate multiple cultures, experiences, and identities when building welcoming equitable educational communities. *3 Sem. Hrs.*

EL 504 Ethical and Moral Foundations of Leadership
Leadership practice with a moral dimension centered on purpose, values and beliefs, is studied in this course. Included will be a discussion of issues and principles designed to transform districts, schools, and classrooms from organizations to communities that inspire positive commitment, devotion, and service. *3 Sem. Hrs.*

EDL 505 Using Data for School Improvement
This course focuses on the use of qualitative and quantitative data in assessment-based research to inform decisions, to plan and assess school programs, to design accountability systems, to plan for school improvement, and to develop and conduct research in educational settings. *3 Sem. Hrs.*

EDL 506 Supervision, Evaluation, and Professional Development
This course explores the various processes of building professional capacity by which educational leaders and mentors promote instructional improvement, growth, and professional development conducive to student learning. *3 Sem. Hrs.*

EDL 599 Special Topics Elective Course
A course designed to permit the offering of special subjects appropriate to current topics. Such offerings will fill special needs of specific students, take advantage of the expertise of a visiting professor, or serve as an initial experimental offering of a contemplated regular course. Regular or frequently recurring topics are not offered under this title. *3 Sem. Hrs*.

EDL 602 Leadership for School Culture and Community Engagement
This course provides aspiring school leaders with an understanding of the historical, philosophical, ethical, social, and economic influences affecting education and their applications to professional decisions. Aspiring school leaders will apply relevant research and theory to their understanding of the social, cultural, and political inter-workings of the school and community, understand the importance of community engagement and community collaboration in decision-making, and learn how to build and develop community support for school priorities. *3 Sem. Hrs.*

EDL 603 School Law
This course is designed to focus on legal and ethical aspects of school leadership responsibilities. It will address the legal structure of educational institutions, the legal rights and responsibilities of students, parents, faculty, staff, administration and community members. Ethical topics will also be addressed specific to all members and issues included in the greater school community. Students in this course will be able to understand the legal structure in relationship to court actions and the governance structure in school; understand the interrelationship and application of federal and state constitutions; and federal and state statutes and common law; distinguish policy from legal issues; identify when expert legal assistance is needed; and understand the components of a professional code of ethics. *3 Sem. Hrs.*

EDL 650 Capstone
The Capstone in Education is the culminating experience for students in the Master of Education program at the University of Mount Union. This project-based course is designed to provide students with the opportunity to apply their knowledge and skills in their chosen concentration area (Coaching, Instructional Design and Technology, or Educational Leadership) to address a significant issue in the field of education. Through a combination of research, analysis, and presentation, students will explore current issues, conduct a comprehensive literature review, interview an expert in the field, and propose viable solutions to the identified problem. The course emphasizes critical thinking, communication, and problem-solving skills essential for educational leadership and innovation. S/U. *3 Sem. Hrs.*

IDT 507 Foundations of Instructional Design
Instructional design is a creative process that uses learning theories and frameworks, project-planning, content expertise, communication, writing, and technology to frame and develop learning experiences. Instructional designers can provide benefits to any organization and work in many environments, such as websites, apps, webinars, online courses, or workshops. The best instructional designers are agile and adaptable; they can quickly synthesize unfamiliar content, evaluate innovative technologies, and develop learning solutions that best meet the needs of a diverse audience. In this class, students will learn about some of the theories, technologies, and processes that help instructional designers achieve great learning environments and encourage deeper learning. *3 Sem. Hrs*.

IDT 601 Technology for Educational Leaders
This course examines leadership issues in the area of information and communication technologies through critical reflection, discussion, and the co-construction of knowledge and is broadly aligned with ISTE's Educational Technology Standards for Administrators (now called Education Leaders). *3 Sem. Hrs*.

IDT 608 Topics in Learning Design and Technology
Topics in Learning Design and Technology focuses on law/legislation, accreditation, advanced instructional techniques, utilizing learning management systems, advanced instructional technology, working with subject matter experts and leadership. This course will help the participant with creating effective, well-articulated, and efficient instruction. *3 Sem. Hrs.*

OPL 610 School Operations and Human Resource Management
This course focuses on the foundational concepts in human capital leadership theory and practice. Candidates will explore the dynamic context between laws, policies, and practices related to the effective management of physical resources and human capital in P-12 education. Creativity is expressed through innovative approaches to case studies and the application of field experiences to the P-12 school district setting. *3 Sem. Hrs*.

OPL 650 Principal Internship I
This is the first of a two-course sequence where interns (those graduate students pursuing the principal license) engage in reflective practice as a building/district administrator and educational leader. Interns are expected to become familiar with the roles and responsibilities of the educational leader, lead in the planning, implementation, evaluation, and reporting of a continuous improvement project designed to enhance education in a building/district. *3 Sem. Hrs.*

OPL 651 Principal Internship II
This is the second of a two-course sequence where interns engage in active participation as an educational leader alongside a mentor/administrator. Interns continue to work on an approved internship project designed to improve education in a school, engage in data analysis, report on the project successes and challenges, and reflect on self-improvement as an aspiring educational leader. S/U. *3 Sem. Hrs.*

Master of Science in Nursing

Admission Requirements/Criteria

Applicants must complete an application via the Nursing Central Application Service (CAS) and indicate desired course of study. Applications will be reviewed on an ongoing basis. All criteria for admission must be completed at least one month prior to starting course work.

Grading Scale

94-100% A
90-93% A-
87-89% B+
84-86% B
80-83% B-
77-79% C+
74-76% C
70-73% C-
69% or less F
Satisfactory S
Unsatisfactory U

Family Nurse Practitioner (FNP)

Admission Requirements to the FNP program:

1. Completed a Bachelor of Science in Nursing (BSN) degree from an accredited program. Official transcripts of all undergraduate academic work from each college or institution of higher learning attended.
   *Prerequisite course required: Elementary statistics (MTH 123) or equivalent with a grade of "C" or better.
2. GPA: A cumulative undergraduate grade point average of at least 3.0 (on a 4.0 scale).
   *Applicants who do not meet the minimum GPA requirement, but whose application contains evidence suggesting strong academic ability, may be considered for admission on a case-by-case basis.
3. A curriculum vita (CV) or resume.
4. A statement of intent outlining the following: 1) qualifications and 2) rationale for applying to the program.

   - Verification of a current, unencumbered RN license and expiration date in the state where the student is licensed and practices and will be completing practicum hours.
   - Clinical experience: At least 1000 clinical hours of practice as a Registered Nurse prior to registering for the first practicum course. Students should be prepared to submit the Supplemental Employment Verification form to verify practice hours and experience and Supplemental Attestation form to verify state of professional practice and residency on request.

Admission Requirements to the Post-Graduate APRN FNP certificate program:

1. Completed a Master of Science in Nursing (MSN) degree from an accredited program. Official transcripts of all academic work from each college or institution of higher learning attended.
2. A cumulative GPA of 3.0 (on a 4.0 scale) from MSN program.
3. A curriculum vita (CV) or resume.
4. A statement of intent outlining the following: 1) qualifications and 2) rationale for applying to the program.
5. Verification of a current, unencumbered RN license in the state in which you practice AND a permanent residence in an approved state. Applicants who are already an APRN must also possess a current, unrestricted APRN license and specialty certification.
6. At least 1,000 clinical hours of professional experience as a Registered Nurse.

Provisional Admission: Applicants may complete pre-requisite courses at the University of Mount Union. Successful completion of pre-requisites must be achieved before progression to FNP courses.

Tuition and Fees

Tuition and fees are as follows for the FNP program:

Tuition entire 46 credit program	$36,800 ($800 per semester hour)
Technology fee*	$1,250 ($250 per semester)
Program fee	$1,950 ($325 for 6 terms)

Other expenses to be considered include a computer (if a student doesn't already own one or have access to one), a smartphone or PDA, books, health record maintenance, background checks, and clinical equipment. Living and travel expenses may vary widely depending on location. Students are responsible for expenses related to travel for intensives and practicums.

Tuition and fees are as follows for the Post-graduate APRN FNP certificate program:

Tuition entire 24 credit program	$19,2800 ($800 per semester hour)
Technology fee*	$1,000 ($250 per semester)
Program fee	$1,300 ($325 for 4 terms)

Other expenses to be considered include a computer (if a student doesn't already own one or have access to one), a smartphone or PDA, books, health record maintenance, background checks, and clinical equipment. Living and travel expenses may vary widely depending on location. Students are responsible for expenses related to travel for intensives and practicums.

Requirements for the Master of Science in Nursing (MSN), Family Nurse Practitioner (FNP) Degree

The Family Nurse Practitioner (FNP) curriculum prepares registered nurses for advanced clinical practice and leadership roles. The curriculum requires the completion of 46 credit hours, which includes 750 hours of supervised clinical preceptorships in various clinical practice settings, and two on-campus skills intensives. Graduates of the program are prepared to deliver compassionate and evidence-based primary care to the individual and family across the lifespan. This program is designed with the AACN Level Two Essentials and National Organization of Nurse Practitioner Faculties (NONPF) Role Core Competencies, ANA Standards of Practice, and components of the Criteria for Evaluation of Nurse Practitioner Programs (NTF). The 46-credit hour program is composed of NP core and FNP courses. Successful completion of the FNP curriculum allows the student to be eligible to apply to sit for the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP) national certification exam and licensure as family nurse practitioners.

Required Courses		**Credit Hours**
NUR 501	Advanced Pathophysiology	3
NUR 502	Advanced Pharmacology	3
NUR 503	Advanced Health Assessment	3
NUR 504	Healthcare Trends and Issues	3
NUR 505	Research and Evidence-Based Practice	3
NUR 506	APRN Role and Development	2
NUR 601	FNP Advanced Practice I	3
NUR 602	FNP Advanced Practice II	3
NUR 603	FNP Advanced Practice III	3
NUR 604	APRN Diagnostic Reasoning	3
NUR 605	Core Competencies for the APRN	2
NUR 606	FNP Intensive I	1
NUR 607	FNP Practicum I	1
NUR 608	FNP Practicum II	3
NUR 609	FNP Practicum III	3
NUR 610	FNP Practicum IV	3
NUR 611	Capstone	3
NUR 612	FNP Intensive II	1
Total Credits		46

Requirements for the Post-Graduate APRN Family Nurse Practitioner (FNP) Certificate

The Post-Graduate APRN FNP Certificate program requires completion of APRN pre-requisites [Advanced Pathophysiology, Advanced Pharmacology, and Advanced Health Assessment] and completion of 24 credit hours, which includes 750 hours of clinical practicum and two required on-campus skills intensives. Successful completion of the FNP curriculum allows the student to be eligible to apply to sit for the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP) national certification exam and licensure as family nurse practitioners.

Required Courses		**Credit Hours**
NUR 601	FNP Advanced Practice I	3
NUR 602	FNP Advanced Practice II	3
NUR 603	FNP Advanced Practice III	3
NUR 604	APRN Diagnostic Reasoning	3
NUR 606	FNP Intensive I	1
NUR 607	FNP Practicum I	1
NUR 608	FNP Practicum II	3
NUR 609	FNP Practicum III	3
NUR 610	FNP Practicum IV	3
NUR 612	FNP Intensive II	1
Total Credits		24

Course Descriptions

NUR 501 Advanced Pathophysiology
This course focuses on the advanced knowledge of the underlying pathologic mechanisms occurring in the human body, across the lifespan. This course will assist the advanced practice nurse to understand the various physiological changes encountered in clinical practice to provide a basis for assessment, diagnosis and management for clinical decision making. Prerequisite: Admission to Graduate Nursing Program. 3 Sem. Hrs.

NUR 502 Advanced Pharmacology
This course examines pharmacotherapeutics that will enable the student to choose pharmacologic agents safely and appropriately for the management of diverse populations across the lifespan in preventing illness, and to restore and maintain health. Prerequisite: Admission to Graduate Nursing Program. 3 Sem. Hrs.

NUR 503 Advanced Health Assessment
This course examines comprehensive advanced health and physical assessment techniques across the lifespan. Emphasis is placed on assessment findings in advanced nursing practice to support clinical decision making. Prerequisite: Admission to Graduate Nursing Program. 3 Sem. Hrs.

NUR 504 Healthcare Trends and Issues
This course explores healthcare trends and current issues, including population health, healthcare policy, political, social and economic factors influencing care delivery. Emphasis is placed on examining the role of advanced practice nurse within these contexts. Prerequisite: Admission to Graduate Nursing Program. 3 Sem. Hrs.

NUR 505 Research and Evidence-Based Practice
This course explores the theoretical foundations of research and evidence-based practice. Emphasis is placed on identifying clinical questions and critically appraising current research with ethical and clinical significance considerations. Prerequisite: Admission to Graduate Nursing Program. *3 Sem. Hrs.*

NUR 506 APRN Role and Development
This course explores the evolution, scope, and responsibilities of advanced practice nursing. Emphasis is placed on understanding professional, legal, and regulatory frameworks that shape advanced nursing practice. Prerequisite: Admission to Graduate Nursing Program. *2 Sem. Hrs.*

NUR 601 FNP Advanced Practice I
This first primary care didactic course is designed to provide students with knowledge needed to assess and manage primary care patients across the lifespan; focus on wellness. Prerequisite: NUR 501, NUR 502, NUR 503. *3 Sem. Hrs.*

NUR 602 FNP Advanced Practice II
This second primary care course didactic course is designed to provide students with knowledge needed to assess and manage primary care patients across the lifespan; focus on acute illness. Prerequisite: NUR 601. *3 Sem. Hrs.*

NUR 603 FNP Advanced Practice III
This third and final didactic course is designed to provide students with the knowledge needed to assess and manage primary care patients across the lifespan; focus on chronic and complex disease management. Prerequisite: NUR 602. *3 Sem. Hrs.*

NUR 604 APRN Diagnostic Reasoning
This course focuses on selection and interpretation of diagnostic and laboratory tests, development of differential diagnoses, and formulation of treatment plans with evidence-based clinical practice guidelines. Pre-requisite: NUR 501, NUR 503. *3 Sem. Hrs.*

NUR 605 Core Competencies for the APRN
This course provides a comprehensive overview of ~~students with~~ the core competencies essential to advanced practice nursing. Students apply professional standards to evaluate competencies in the advanced practice role. Pre-requisite: NUR 609. *2 Sem. Hrs.*

NUR 606 FNP Intensive I
This required on-campus intensive serves as the foundational preparation for entry into clinical practicums. Students engage in hands-on training, structured learning activities, and supervised practice of advanced skill procedures. Emphasis is placed on refining physical assessment techniques and building confidence in core clinical skills within a simulated primary care environment. Pre-work and post-work required. Graded S/U. Pre-requisite: NUR 604. *1 Sem. Hr.*

NUR 607 FNP Practicum I
The first FNP practicum provides foundational clinical experience in the delivery of patient-centered care across the lifespan. Emphasis is on developing core skills in history taking, physical examination, documentation, and health promotion. Graded: S/U. Prerequisite: NUR 606. Corequisite: NUR 601. *1 Sem. Hr.*

NUR 608 FNP Practicum II
The second FNP practicum focuses on the development of diagnostic reasoning and management skills for frequently encountered conditions in primary care. Students engage in direct care of individuals and families across the lifespan, emphasizing the integration of clinical guidelines, pharmacological and non-pharmacologic interventions, and patient education. Clinical experiences support the refinement of assessment, documentation, and decision-making skills. Graded: S/U. Prerequisite: 607. Corequisite: NUR 602. *3 Sem. Hrs.*

NUR 609 FNP Practicum III
The third FNP practicum emphasizes the continued development of clinical decision-making, diagnostic reasoning, and patient management skills across the lifespan. Students engage in increasingly complex primary care experiences with application of evidence-based practice. Graded: S/U. Prerequisite: 608. Corequisite: NUR 603. *3 Sem. Hrs.*

NUR 610 FNP Practicum IV
The final FNP practicum facilitates the transition from student to novice FNP. Precepted experiences support increased autonomy and role development as an advanced practice nurse. Students demonstrate competence in managing primary care for individuals and families. Graded: S/U. Prerequisite: NUR 609. *3 Sem. Hrs.*

NUR 611 Capstone
This course provides the opportunity for students to synthesize and apply knowledge gained throughout the MSN program in the development of an evidence-based capstone project. Under faculty guidance, students identify a practice-focused issue, conduct a literature review, and design a scholarly project aimed at improving patient outcomes or clinical practice. Emphasis is placed on application of advanced clinical reasoning, quality improvement principles and translation of evidence into practice. Students present their project in a professional format to demonstrate scholarship for advanced practice nursing. Prerequisite: NUR 609. *3 Sem. Hrs.*

NUR 612 FNP Intensive II
This second required on-campus intensive builds on foundational competencies to further prepare students for advanced clinical practice. Students engage in structured activities that promote critical thinking, diagnostic reasoning, and advanced assessments. Emphasis is placed on integrating clinical knowledge and demonstrating increased confidence in managing complex patient scenarios within a simulated primary care environment. Pre-work and post-work required. Graded: S/U.

Master of Science in Physician Assistant Studies

Admission Requirements

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

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

Prerequisite Course	**Mount Union Equivalents**	**Semester Hours**
English Composition	WRT 100 or successful completion of WOC Portfolio	3-4
General Psychology	PSY 110S	3-4
General Biology I and II with labs or higher level biology courses	BIO 140N and BIO 141N or upper-level Biology coursework	8
Anatomy and Physiology I and II with labs*	BIO 210 and BIO 211	8
Genetics	BIO 240	2-4
Concepts in Chemistry with lab	CHE 120N	3-4
Organic Chemistry I with lab	CHE 231	3-4
Elementary statistics or Biostatistics**	MTH 123 or PSY 200	3-4
Microbiology with lab	BIO 305	4
Medical Terminology***		

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

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

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

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

- International students must submit official TOEFL scores. Scores of 590 or above on the paper-based test, 243 or above on the computerized test or 100 or above on the internet test are required for citizens of non-English speaking countries.
- International students also are required to have U.S. visa information if they are currently residing in the United States

- Background Check: Students must request and pay online for a criminal background check prior to program matriculation. Information will be provided upon acceptance.
- Patient Care Experience: This experience is not required but is preferred.
- Preference: Preference in the selection of students for the interview process will be given to University of Mount Union graduates who meet all other admissions prerequisites.
- Priority Admission: The University of Mount Union Physician Assistant Studies Program offers priority admission to some applicants. Please see the Priority Admissions section (on the Program website) for details.

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

Tuition and Fees

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

Tuition and Fees:	**2026 Cohort**
Entire 27-month PA program	$101,500
Per semester	$14,500
Program fee per semester	$250
Technology fee per semester	$250
Other Estimated Costs:	
Textbooks	$3,700
Laptop Computer	$2,500
Lab Coats, equipment, etc.	$2,250
PDA (Clinical Year)	$250
Health Record Maintenance and Background Check	$328
AAPA Conference (semesters 4 & 7)	$2,500
University Technology Fee	$1,750
Program Fee	$1,750
Total Other Costs Estimate	$15,028

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

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

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

Requirements for the Degree in Physician Assistant Studies

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

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

Grading Scale

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

Course Sequence

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

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

Semester Three (Spring 1)- 20 credits (16 weeks)		
PAS 506	Electrocardiography	1
PAS 513	Clinical Medicine II	6
PAS 516	Pharmacology II	4
PAS 517	Medical Ethics	2
PAS 518	Clinical Skills	2
PAS 519	Research Methods and Evidence-Based Medicine	3
PAS 520	Behavioral Medicine and Preventive Measures	2

Semester Four (Summer 2)- 17 credits (12 weeks)		
PAS 514	Clinical Medicine III	6
PAS 521	Healthcare Policy and Delivery	2
PAS 522	Leadership and Preparation for Practice	2
PAS 523	Emergency Medicine	4
PAS 524	Integrative Patient Care Management	3

Semester Five (Fall 2) – 9 credits (16 weeks)		
PAS 6xx	Clinical Practicum I	2
PAS 6xx	Clinical Practicum II	2
PAS 6xx	Clinical Practicum III	2
PAS 6xx	Clinical Practicum IV	2
PAS 615	Professional Development Seminar I	1

Semester Six (Spring 2) – 10 credits (16 weeks)		
PAS 6xx	Clinical Practicum V	2
PAS 6xx	Clinical Practicum VI	2
PAS 6xx	Clinical Practicum VII	2
PAS 6xx	Clinical Practicum VIII	2
PAS 625	Professional Development Seminar II	1
PAS 660	Introduction to the Master's Capstone Project	1

Semester Seven (Summer 3) – 9 credits (12 weeks)		
PAS 6xx	Clinical Practicum IX	2
PAS 6xx	Clinical Practicum X	2
PAS 635	Professional Development Seminar III	1
PAS 670	Master's Capstone Project	3
PAS 671	Summative Evaluation	1

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

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

Course Descriptions

PAS 501 The Physician Assistant Profession (1 credit)
Introduction to the PA Profession, including information about the history of the profession, AAPA Code of Ethics, credentialing and recertification requirements of the PA profession, the PA professional's role in healthcare delivery and reimbursement systems, relationship with the supervising physician and other healthcare professionals; information about legislation and governing bodies that affect the profession. Use of appropriate referral sources when patient management is outside scope of PA practice, introduction to principal of intellectual honesty.

PAS 502 Clinical Anatomy (4 credits)
In-depth study of clinical anatomy of the human body. Emphasis on important anatomical landmarks required in physical evaluation of patient, anatomical relationships of structures to each other, anatomical components of body systems, and blood and nerve supply to organs and body regions; includes common pathological processes and topical landmarks related to common surgical procedures. Students analyze, synthesize and apply clinically relevant anatomical information for physical examination, proper diagnosis, appropriate therapy, accurate prognosis in patient care and other clinical procedures. Students will have the opportunity to apply anatomical knowledge through the use of case studies and cadaver laboratory experiences. Comprehensive study of human gross anatomy. This 4-credit hour course includes a classroom lecture session and a laboratory component consisting of cadaver dissection and prosection.

PAS 503 Human Physiology (4 credits)
A comprehensive study of the physiology of the human. Emphasis will be directed toward advanced instruction in membrane physiology, control of cellular activity, neuromuscular physiology, renal physiology, endocrinology, cardiovascular, respiratory and central nervous system.

PAS 504 Human Pathophysiology (4 credits)
Course covers basic pathologic and pathophysiologic concepts of diseases per organ system commonly encountered by physician assistants.

PAS 505 Molecular Mechanisms of Health and Disease (3 credits)
Principles of clinical genetics and the use of traditional and molecular methods for the understanding, diagnosis, and treatment of genetic disorders; includes genetic counseling concepts for disease prevention.

PAS 506 EKG (1 credit)
Technique of 12-lead EKG recording and interpretation presented; designed to allow students to recognize and interpret electrocardiography (EKG) tracings and their clinical significance

PAS 507 Patient Diagnostics (2 credits)
Introduction to diagnostic and therapeutic procedures utilized to evaluate body systems, including laboratory, radiography, their indications and general principles of interpretation. Case studies will be included to further develop clinical decision-making skills.

PAS 510 History and Physical Exam I (3 credits)
Instruction and practice in fundamental skills required for effective patient-practitioner communication and development of therapeutic interpersonal relationships including all ages and abilities. Introduction to obtaining and recording the complete medical history including chief complaint, history of present illness, past medical history, social history, and family history. Overview of the medical record as well as development of writing and organizational skills for medical record keeping and oral presentation skills. Introduction to lifelong learning skills and cultural diversity influences on all aspects of medical practice. Patient counseling and patient education theory and techniques discussed and practiced. Skills will be developed through structured laboratory exercises and assignments.

PAS 511 History and Physical Exam II (4 credits)
Instruction, study, and practice of skills required for conduction of a complete physical examination using appropriate equipment, techniques and accurate medical terminology to document findings. Includes instruction to identify and discuss normal and abnormal anatomical structures, body system physiology, pathological conditions, common symptoms of disorders, clinical findings and provide appropriate patient education.

PAS 512 Clinical Medicine I (6 credits)
An intensive study of human diseases and disorders in the broad scope of clinical medicine including the perspectives of epidemiology, etiology, historical data, clinical manifestations, progression, therapeutic management, pertinent preventative medicine, laboratory medicine perspectives, and prognosis. In addition, an overview of physiological and pathologic processes that influence the human organism at the cellular, organ and systemic levels. Emphasis will be on disease processes common to primary care practices, and the development of differential diagnoses and plan based upon the patient's clinical presentation.

PAS 513 Clinical Medicine II (6 credits)
Part II of an intensive study of human diseases and disorders in the broad scope of clinical medicine including the perspectives of epidemiology, etiology, historical data, clinical manifestations, progression, therapeutic management, pertinent preventative medicine, laboratory medicine perspectives, and prognosis. In addition, an overview of physiological and pathologic processes that influence the human organism at the cellular, organ and systemic levels. Emphasis will be on disease processes common to primary care practices, and the development of differential diagnoses and plan based upon the patient's clinical presentation.

PAS 514 Clinical Medicine III (6credits)
Part III of an intensive study of human diseases and disorders in the broad scope of clinical medicine including the perspectives of epidemiology, etiology, historical data, clinical manifestations, progression, therapeutic management, pertinent preventative medicine, laboratory medicine perspectives, and prognosis. In addition, an overview of physiological and pathologic processes that influence the human organism at the cellular, organ and systemic levels. Emphasis will be on disease processes common to primary care practices, and the development of differential diagnoses and plan based upon the patient's clinical presentation.

PAS 515 Pharmacology I (4 credits)
Preparation for appropriate administration/prescription of medicines is accomplished through a study of drug classifications, pharmacodynamic actions, and rationale for therapeutic use of prescription and non-prescription medications.

PAS 516 Pharmacology II (4 credits)
Continuation of a two-part course. Preparation for appropriate administration/prescription of medicines is accomplished through a study of drug classifications, pharmacodynamic actions, and rationale for therapeutic use of prescription and non-prescription medications.

PAS 517 Medical Ethics (2 credits)
The course will focus on moral problems which arise in the day-to-day practice of healthcare professionals, administrators, and researchers within the framework of existing institutions, social policies, and laws. It will include readings on controversial moral issues in clinical ethics and apply forms and strategies of moral reasoning to selected cases.

PAS 518 Clinical Skills (2 credits)
This course will provide the presentation, discussion, and demonstration of fundamental technical clinical and surgical skills required of the Physician Assistant in diagnostic and therapeutic management of primary care and surgical patients. There is a focus on preparation for practicing in a surgical setting or acute care setting.

PAS 519 PA Research Methods and Evidence-Based Medicine (3 credits)
Course is intended to enable the students to evaluate the findings in current literature in light of current clinical practice. Students will become proficient in database search techniques, the interpretation of published research, and in determining the quality of published research to guide clinical practice decisions.

PAS 520 Behavioral Medicine and Preventive Measures (2 credits)
Instruction focused on the detection and application of preventive measures and treatment of health risk behaviors including stress, abuse and violence, substance abuse and psychological symptoms and syndromes through basic counseling, patient education and/or appropriate referrals that are sensitive to culture and ethnicity. Introduction to strategies to identify and ease patient reaction to illness and end of life issues and application of those strategies to overcome resistance, encourage therapeutic cooperation, and assist in changing patient risky behaviors. Cultural diversity and its relationship to health, disease, and death will be addressed. Other topics include sexuality and health.

PAS 521 Healthcare Policy and Delivery (2 credits)
This web-based course will explore trends in healthcare delivery in the US, including access to services, reimbursement, and ethical considerations and how it relates to PA practice.

PAS 522 Leadership and Preparation for Practice (2 credits)
This course reviews the principles of leadership and leadership roles in healthcare and provides review techniques and sessions for the NCCPA exam. Core competencies of Interprofessional Education reviewed and application of principles in interprofessional teams..

PAS 523 Emergency Medicine (4 credits)
Provides an overview of potentially life-threatening illnesses and injuries encountered in emergency situations or in the critically ill patient. Discusses the essentials of the initial evaluation, stabilization, assessment, management and treatment, patient education, disposition and follow-up of an acutely ill patient requiring expeditious medical, surgical, or psychiatric attention.

PAS 524 Integrative Patient Care Management (3 credits)
Using problem-based scenarios, students work through patient cases to develop appropriate differential diagnoses, diagnostic testing, and treatment plans. Includes selection and interpretation of diagnostic and therapeutic procedures, correlation of medical history and physical examination data, and integration of diagnostic skills through simulated case studies and problem-solving activities.

Clinical Practicum I-X (2 credits each):

PAS 610 Family Medicine
Four-week rotation in clinical health care settings designed to emphasize the role of the Physician Assistant to the primary care physician.

PAS 611 Pediatrics
This four-week pediatric rotation is designed to provide the Physician Assistant student with an intense exposure of primary care pediatric problems with the objectives of developing skills in well-child preventative care, the care of common pediatric illnesses and the care of the newborn and children.

PAS 615 Professional Development Seminar I (1 credit)
Integrates concepts and knowledge gained from field experience rotations into the total learning process. Focus on patient and professional communication, various professional practice issues and topics, and lifelong learning. Other discussions on current issues included.

PAS 620 Internal Medicine
Four-week rotation designed to provide the Physician Assistant student with the opportunity to develop proficiency in the addressing common medical issues via patient encounters in a clinical setting.

PAS 621 General Surgery
This four-week rotation is designed to provide the Physician Assistant student with opportunities to become proficient in pre-operative, intraoperative, and post-operative patient care. Student expected to become able to first-assist a surgeon in a surgical setting.

PAS 625 Professional Development Seminar II (1 credit)
Integrates concepts and knowledge gained from field experience rotations into the total learning process. Focus on patient and professional communication, various professional practice issues and topics, and lifelong learning. Discussions on current clinical issues and student presentations on patient casework included.

PAS 630 Women's Health
This four-week obstetrics/gynecology rotation is designed to provide the Physician Assistant student with an opportunity to develop proficiency in the unique medical history, physical examination and treatment of the prenatal/gynecology patient. The student will also become familiar with tests and procedures unique to this patient population.

PAS 631 Psychiatry/Behavioral Medicine
This four-week psychiatric rotation is designed to provide the Physician Assistant student with a behavioral medicine experience in caring for ambulatory and hospitalized patients with psychiatric disorders. The student will be able to perform basic psychiatric evaluations, monitor medications, and support the clinical management plan for patients after psychiatric evaluation and treatment. The student will also be able to refer to psychiatrists and psychiatric facilities as needed.

PAS 635 Professional Development Seminar III (1 credit)
Integrates concepts and knowledge gained from field experience rotations into the total learning process. Focus on patient and professional communication, various professional practice issues and topics, and lifelong learning. Discussions on current clinical issues and student presentations on patient casework included.

PAS 640 Clinical Practicum: Selective Rotation
This four-week rotation is designed to enhance the Physician Assistant student's experience in a care setting selected by the clinical coordinator. The rotation scope is broad and encompasses such specialties as inpatient hospital medicine, physical medicine and rehabilitation, palliative medicine, dermatology, trauma settings, ENT, family medicine, cardiology, urgent care and other settings selected by the clinical coordinator. Emphasis will be on disease processes common to various medical settings and development of differential diagnoses and plan based upon the presentation of the patient.

PAS 641 Emergency Medicine
This four-week emergency medicine rotation is designed to provide the Physician Assistant student with exposure to and development of skills in managing patients in the emergency room setting. Learned skills will include those necessary for appropriate triage, stabilization, diagnosis and management of patients with traumatic injuries and illnesses as well as the management of less life-threatening problems that present to the emergency room. Physician Assistant student will develop skills in working with the pre-hospital emergency medical team and secondary referral systems.

PAS 650/ PA 651 Clinical Practicum Electives I and II (2 credits each)
Four-week clinical rotation designed to provide the Physician Assistant student with an elective opportunity in any of the following disciplines: dermatology, gastroenterology, plastic surgery, cardiology, radiology, ENT, subspecialties in surgery, urology, gerontology, pulmonology, ophthalmology, and oncology or another area of interest to the student or to extend any of the required rotations. The student will be able to recognize conditions treatable by these specialties, so they can refer patients appropriately and/or work in a supportive role for such specialists.

PAS 660 Introduction to the Master's Capstone Project (1 credit)
Designed to allow PA students to conceptualize Master's project to be completed in Summer Semester III.

PAS 670 Capstone Master's Project (3 credits)
Designed to allow PA students to complete a Master's degree project while under the guidance of a faculty advisor. Students will identify a healthcare topic/issue, conduct appropriate library research, develop a research paper, and make an oral presentation on their topic at the conclusion of their Master of Science in Physician Assistant Studies curriculum. Students will be responsible for developing appropriate audiovisual, handouts, etc. for the oral presentation.

PAS 671 Summative Evaluation (1 credit)
Assessment of cumulative knowledge gained from both didactic and clinical aspects of the Physician Assistant Studies Program and verify student preparation to enter clinical practice.

Doctor of Physical Therapy

Admission Requirements/Criteria

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

** Used to calculate prerequisite GPA*
*** Must be completed with a 'C' or better*

Tuition and Fees

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

2026 Entering Cohort

Tuition:	
Entire 36-month doctoral program	$101,200
Per semester	$12,650
Program Fee	$1,600
Other Expenses:	
Enrollment Deposit (netted against tuition)	$1,000
Technology Fee (8 semesters)	$2,000

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

Requirements for the Degree of Doctor of Physical Therapy

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

Grading Scale

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

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

Course Sequence

Semester One - 18 credits (16 weeks)	Semester Hours
DPT 521 Neuroanatomy	4
DPT 524 Medical Foundations I: Pathophysiology	3
DPT 530 Evidence-Based Practice I	2
DPT 544 Interprofessional Practice I	1
DPT 550 Methods & Techniques I	3
DPT 570 Cardiopulmonary Systems I	4
Semester Two- 16 credits (16 weeks)	
DPT 520 Human Anatomy	6
DPT 522 Human Movement	4
DPT 540 Professional Development I	2
DPT 545 Interprofessional Practice II	1
DPT 551 Methods & Techniques II	3
Semester Three- 18 credits (12 weeks)	
DPT 525 Medical Foundations II: Cond/Synd	3
DPT 531 Evidence-Based Practice II	2
DPT 663 Clinical Interventions & Treatment I	5
DPT 653 Therapeutic Interventions I	4
DPT 571 Cardiopulmonary Systems II	4
Semester Four- 13 credits (16 weeks)	
DPT 623 Methods and Techniques III	3
DPT 632 Doctoral Seminar I	1
DPT 652 Methods & Techniques III	3
DPT 654 Therapeutic Interventions	4
DPT 726 Medical Foundations III-Medical Diagnostics	3
DPT 781 Clinical Education I (first 8 weeks)	4
Semester Five- 21 credits (16 weeks)	
DPT 633 Doctoral (EBP) Seminar II	1
DPT 641 Professional Development II	2
DPT 654 Therapeutic Interventions II	4
DPT 672 Integumentary System	3
DPT 674 Musculoskeletal System II	4
DPT 675 Neuromuscular Systems I	4
DPT 755 Therapeutic Interventions III	4
Semester Six- 20 credits (12 weeks)	
DPT 664 Clinical Interventions & Treatments II	5
DPT 742 Professional Development III	1
DPT 776 Neuromuscular Systems II	4
DPT 673 Musculoskeletal System I	4
DPT 710 Innovative Clinical Concepts	3
DPT 746 Interprofessional Practice	1
Semester Seven- 12 credits (16 weeks)	
DPT 734 Doctoral (EBP) Seminar III	1
DPT 765 Clinical Interventions & Treatments III	5
DPT 782 Clinical Education II (first 12 weeks)	6
Semester Eight- 8 credits (16 weeks)	
DPT 743 Professional Development IV	1
DPT 783 Clinical Education III (last 12 weeks)	6

Course Descriptions

DPT 520 Human Anatomy
Prerequisite: Successful completion of the previous semester.
This course consists of an in depth study of the musculoskeletal and peripheral nervous systems of the human body as it relates to structure and function. The major body systems are discussed. Surface anatomy is incorporated throughout the course. Materials will be presented in lecture/lab format with the use of cadaver, anatomical models, and human skeletal materials. *6 Sem. Hrs.*

DPT 521 Neuroanatomy
Prerequisite: Admission into the Physical Therapy Program.
An in-depth study of the nervous system anatomy and physiology including discussions of development, pathology, clinical syndromes, and plasticity. Emphasis is placed on application of neuroscience information to physical therapy practice. Materials will be presented in lecture/lab format with the use of cadaver, anatomical models, and human skeletal materials. *4 Sem. Hrs.*

DPT 522 Human Movement
Prerequisite: Successful completion of the previous semester.
An in-depth study of human movement utilizing functional anatomy and biomechanical principles. Examines the normal sensory and motor development throughout the lifespan with recognition of abnormal development related to the musculoskeletal and peripheral nervous system relate to movement, gait, functional activities and posture. Content is presented in lecture/lab format. *4 Sem. Hrs.*

DPT 524 Medical Foundations I-Pathophysiology
Prerequisite: Admission into the Physical Therapy Program.
A study of the etiology, pathology, epidemiology, course, duration, prognosis, and clinical picture of common diseases and syndromes affecting the body systems, with emphasis on cardiovascular, pulmonary, integumentary, and muscular systems. This is the first in a series of three courses. *3 Sem. Hrs*.

DPT 525 Medical Foundations II-Conditions/Syndromes
Prerequisite: Successful completion of the previous semester.
A study of the etiology, pathology, epidemiology, progression, duration, prognosis, and clinical presentation of common conditions and syndromes affecting the skeletal and neuromuscular systems. Medical and surgical interventions, impairments and functional limitations for those disorders commonly seen in physical therapy are also presented. This is the second in a series of three courses. *3 Sem. Hrs.*

DPT 530 Evidence-Based Practice I
Prerequisite: Successful completion of the previous semester.
Defining what is meant by evidence-based practice in healthcare specifically within the practice of physical therapy. The course also focuses on measurement theory and applied statistics. This is the first in a series of two courses. *2 Sem. Hrs.*

DPT 531 Evidence-Based Practice II
Prerequisite: Successful completion of the previous semester.
Discussion of the research process focus on information searching, analysis of research literature, formation of a hypotheses, and research design. This is the second in a series of two courses. *2 Sem. Hrs.*

DPT 540 Professional Development I
Prerequisite: Successful completion of the previous semester.
An exploration of teaching, learning theories, and learning styles are discussed. Consideration of the psychological, emotional, social and cognitive factors on the development of the individual with impairments and dysfunctions are presented. This is the first in a series of four courses. *2 Sem. Hrs.*

DPT 544 Interprofessional Practice I
Prerequisite: Admission into the Physical Therapy Program.
Exploration and discussions focused to direct students to a greater appreciation of the topics presented in the pathophysiology course and the specific clinical value to physical therapy. This is the first in a series of three courses. Content is presented in seminar. *1 Sem. Hr.*

DPT 545 Interprofessional Practice II
Prerequisite: Successful completion of the previous semester.
Discussions of the roles each member of the healthcare team has, appropriate and inappropriate interactions. Exploration of professional core values related to the practice of physical therapy. This is the second in a series of three courses. *1 Sem. Hr.*

DPT 550 Methods and Techniques I
Prerequisite: Admission into the Physical Therapy Program.
Introduces the student to examination procedures including but not limited to patient histories, decision making, and examination procedures, the systems review as they apply to the cardiopulmonary, integumentary neuromuscular and musculoskeletal systems. Range of motion, strength testing, basic clinical skills, and the use of universal precautions are presented. This is the first in a series of three courses. Content is presented in lecture/lab format. *3 Sem. Hrs.*

DPT 551 Methods and Techniques II
Prerequisite: Successful completion of the previous semester.
Essentials of the neuromuscular exam, exam of gait, functional capacity examination, home environmental assessment, and functional outcomes assessments are discussed. Wheelchair use, patient transfers, and basic gait training with assistive devices are also presented. This is the second in a series of three courses. Content is presented in lecture/lab format. *3 Sem. Hrs.*

DPT 570 Cardiopulmonary Systems I
Prerequisite: Admission into the Physical Therapy Program.
This course focuses on applied human physiology, nutrition, and physiology of exercise. Relationship of body systems with emphasis on metabolic, integumentary, neuromuscular, musculoskeletal and cardiopulmonary to exercise throughout the life span. This is the first in a series of two courses. Content is presented in lecture/lab format. *4 Sem. Hrs.*

DPT 571 Cardiopulmonary Systems II
Prerequisites Successful completion of the previous semester.
This course covers the screening, examination, evaluation, diagnosis, prognosis and physical therapy intervention for conditions affecting the cardiovascular and pulmonary systems which may result in impairments and functional limitations. This is the second in a series of two courses. Content is presented in lecture/lab format. *4 Sem. Hrs.*

DPT 623 Pharmacology
Prerequisites: Admission into the Physical Therapy Program.
Discussions include categories of drugs, generic and trade names of common drugs, the use, effects and precautions for common drugs and drug-drug interactions and pharmacokinetic principles. It will also focus on how various drugs affect the patient response to activity, exercise and other therapeutic interventions. *3 Sem. Hrs.*

DPT 632 Doctoral Seminar I
Prerequisite: Successful completion of the previous semester.
Focus is on literature review, research design, methodology, and data collection. This is a directed study under the supervision of a graduate faculty advisor. This is the first in a series of three courses. *1 Sem. Hr.*

DPT 633 Doctoral Seminar II
Prerequisite: Successful completion of the previous semester.
Focus is on data collection, analysis, results, and discussions. This is a directed study under the supervision of a graduate faculty advisor. This is the second in a series of three courses. *1 Sem. Hr.*

DPT 641 Professional Development II
Prerequisite: Successful completion of the previous semester.
Issues related to practice for the healthcare professional including safe, legal and ethical practice, professional standards, professional organizations, and roles and responsibilities of the health professional are presented. This is the second in a series of four courses. *2 Sem. Hrs.*

DPT 652 Methods and Techniques III
Prerequisite: Successful completion of the previous semester.
This course considers the management of the individual with upper and or lower extremity amputations. Orthotic and prosthetic management of both the orthopedic and neurologic patient's needs across the lifespan will be addressed. Examination of rehabilitation technologies: seating and wheelchair systems, augmented communication systems, assistive devices, and computer technology. This is the third in a series of three courses. Content is presented in lecture/lab format. *3 Sem. Hrs.*

DPT 653 Therapeutic Interventions I
Prerequisite: Successful completion of the previous semester.
The principles of therapeutic exercise for musculoskeletal pathologies and movement dysfunctions throughout the life span are presented. This is the first in a series of three courses. Content is presented in lecture/lab format. *4 Sem. Hrs.*

DPT 654 Therapeutic Interventions II
Prerequisite: Successful completion of the previous semester.
A study of physical agents, electrotherapeutic modalities and mechanical modalities. Focus is on theoretical concepts, rationale for use, effects, indications and contraindications for each agent or modality. This is the second in a series of three courses. Content is presented in lecture/lab format. *4 Sem. Hrs.*

DPT 663 Clinical Interventions and Treatments I
Prerequisite: Successful completion of the previous semester.
Patient/Client case studies are presented at a basic level of mastery; exploration, treatment development, on-going discussions are focused to prepare students for the various practice settings for the delivery of services. Comprehensive written examination must be passed before matriculation into the next year. This is the first in a series of three courses. *5 Sem. Hrs.*

DPT 664 Clinical Interventions and Treatments II
Prerequisite: Successful completion of the previous semester.
Patient/Client case studies are presented at an intermediate level of mastery; exploration, treatment development, on-going discussions are focused to prepare students for the various practice settings for the delivery of services. Comprehensive practical examination must be passed before matriculation into the next year. This is the second in a series of three courses. *5 Sem. Hrs.*

DPT 672 Integumentary System
Prerequisites: Successful completion of the previous semester.
An in-depth study of the structure, function, conditions, and pathologies that lead to disabilities of the integumentary system. Emphasis on the evaluation and treatment of the impairments, limitations and disabilities of the integumentary system are presented. Content is presented in lecture/lab format. *3 Sem. Hrs.*

DPT 673 Musculoskeletal System I
Prerequisites: Successful completion of the previous semester.
This course focuses on the management of the patient/client related to the musculoskeletal system. Screening, examination, evaluation, diagnosis, prognosis and physical therapy interventions for conditions, impairments, and functional limitations in the upper extremities and spine are presented. This is the first in a series of two courses. Content is presented in lecture/lab format. *4 Sem. Hrs.*

DPT 674 Musculoskeletal System II
Prerequisites: Successful completion of the previous semester.
This course focuses on the screening, examination, evaluation, diagnosis, prognosis and physical therapy interventions for conditions which may cause impairments and functional limitations in the lower extremities and spine. This is the second in a series of two courses. Content is presented in lecture/lab format. *4 Sem. Hrs.*

DPT 675 Neuromuscular System I
Prerequisite: Successful completion of the previous semester.
This course focuses on examination, evaluation, diagnosis, prognosis, and intervention for adults and adolescents with balance disorders, coma, and non-progressive disorders of the central nervous system. This is the first in a series of two courses. Content is presented in lecture/lab format. *4 Sem. Hrs.*

DPT 710 Innovative Clinical Concepts
Prerequisite: Success completion of previous semester.
An exploration of innovative approaches to clinical treatments, emerging theories or technologies, and or focus on the dynamic clinical environment for practice. Content is presented in lecture/seminar format. *3 Sem. Hrs.*

DPT 726 Medical Foundations III-Medical Diagnostics
Prerequisite: Successful completion of the previous semester.
Operational principles and clinical applications of contemporary medical imaging techniques. Methods of evaluation, medical diagnostics as it relates to clinical PT practice, specifically related to differential diagnosis of all major body systems. Additionally, this course will discuss common laboratory tests and the applications of these test results to physical therapy practice. This is the third in a series of three courses. *3 Sem. Hrs.*

DPT 734 Doctoral Seminar III
Prerequisite: Successful completion of the previous semester.
Focus is on outcomes and completion of the supervised study for formal presentation locally and or nationally in written or oral format. This is a directed study under the supervision of a graduate faculty advisor. This is the third in a series of three courses. *1 Sem. Hr.*

DPT 742 Professional Development III
Prerequisite: Successful completion of the previous semester.
Topics covered include wellness, health, prevention and maintenance of fitness, community health needs, community resources and community service. This is the third in a series of four courses. *1 Sem. Hr.*

DPT 743 Professional Development IV
Prerequisite: Successful completion of the previous semester.
Personal and professional assessment and development. Prepare for a life of professional practice, personal and social responsibility. This is the fourth in a series of four courses. *1 Sem. Hr.*

DPT 746 Interprofessional Practice III
Prerequisite: Successful completion of the previous semester.
Exploration and discussions focused to direct students to a greater appreciation of the topics presented in the medical diagnostics course and the specific clinical value to physical therapy. This is the third in a series of three courses. Content is presented in seminar. *1 Sem. Hr.*

DPT 755 Therapeutic Interventions III
Prerequisite: Successful completion of the previous semester.
An in-depth examination of motor control including the role of neural and musculoskeletal systems, sensation, perception, cognition, task and environment in the production of human movement. Also addressed are theories of motor control, neuroplasticity, and principles of motor learning. This is the third a series of three courses. Content is presented in lecture/lab format. *4 Sem. Hrs.*

DPT 765 Clinical Interventions and Treatments III
Prerequisite: Successful completion of the previous semester.
Patient/Client case studies are presented at an entry-level of mastery; exploration, treatment development, on-going discussions are focused to prepare students for the various practice settings for the delivery of services. Comprehensive written/oral/practical examination must be passed before graduation. This is the third in a series of three courses. *5 Sem. Hrs.*

DPT 776 Neuromuscular System II
Prerequisite: Successful completion of the previous semester.
Client screening, examination, evaluation, diagnosis, prognosis, and intervention are considered within the context of a variety of neurological and associated orthopedic diagnoses seen throughout the lifespan. This is the second in a series of two courses. Content is presented in lecture/lab format. *4 Sem. Hrs.*

DPT 781 Clinical Education I
Prerequisite: Successful completion of DPT-663.
This is a full-time four-week clinical education experience supervised by a licensed physical therapist in a clinical setting which focuses on the basic integumentary, cardiopulmonary, and musculoskeletal diagnoses and practice patterns. This is the first in a series of three courses. *4 Sem. Hrs.*

DPT 782 Clinical Education II
Prerequisite: Successful completion of DPT-664.
This is a full-time twelve-week clinical education experience supervised by a licensed physical therapist in a setting appropriate to allow synthesis of the neuromuscular, musculoskeletal, cardiopulmonary, and integumentary practice patterns. Experience with patient/client education and practice management may also be explored. This is the second in a series of three courses. *6 Sem. Hrs.*

DPT 783 Clinical Education III
Prerequisite: Successful completion of DPT-765.
This is a full-time twelve-week clinical education experience supervised by a licensed physical therapist in a setting selected by the student to allow synthesis of the neuromuscular, musculoskeletal, cardiopulmonary, and integumentary practice patterns. Experience with research, patient/client education, practice management, and specialization may also be explored. This is the third in a series of three courses. *6 Sem. Hrs.*



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Sarah Galayda, Dance Team Advisor
Michael Gregg, B.A., M.Ed.; Resident Director
Jill Grove, B.S.; Spirit Squads Cheer & Dance Coach
Lucy Harp, B.A.; Graduate Assistant & Resident Director
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Wendy Ziems-Mueller
(2021) Associate Professor and Director of the Master of Business Administration Program; B.A., Heidelberg University ’00; M.B.A., Heidelberg University ’02; M.Ed., Tiffin University ’18; D.M, University of Phoenix ’11.

Master of Education

Melissa Askren-Edgehouse
(2009) Professor and Director of the School of Education, CAEP Coordinator; B.A., Mount Union College ’99; M.E., Ashland University ’03; Ed.D., Bowling Green State University ’08.

Tomás Barrett
(2020) Assistant Professor of Exercise Science; B.S., University of Limerick ’12; M.A., Central Michigan University ’15; M.S., Central Michigan University ’18; Ph.D., Central Michigan University ’20.

Erica Booker
(2025) Adjunct Instructor in MEd Program; B.A., University of Akron ‘01; M.A., University of Akron ‘10; Ph.D., Cleveland State University ‘17.

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

Mandy Capel
(2007) Director of the MEd Program and Professor of Education; B.A., Mount Union College ’98; M.A., Mary Grove University ’01; Ph.D., Kent State University ’08.

Chanda Coblentz
(2019) Assistant Professor of Education; B.S., West Liberty State College ’96; M.S., Franciscan University ’03; Ed.D., Walden University ’16.

Stephen Craig
(2020) Adjunct Instructor in MEd Program and Assistant Academic Dean; B.A., Walsh University ’10; M.A., Saint Mary's University of MN ’12; EdD, Xavier University ’19.

Michael Fuline
(2011) Head Men's Basketball Coach; Assistant Athletic Director and Adjunct Instructor in MEd Program; B.A., Kent State University ’98 M.Ed. Walsh University 01

Kenya L. Harrington, Sr.
(2024) Adjunct Professor; B.A., The University of Toledo ’99; M.A., Westminster College ’02; Ph.D., Kent State University ’24.

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

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

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

Caitlin Reash
(2019) Assistant Professor of Education; B.A., University of Mount Union ’10; M.A., University of Mount Union ’14.

Master of Science in Nursing

Kristian Bowling
(2026) Assistant Professor of Nursing and Chief Nursing Administrator/Director of Nursing

Perri Concialdi
(2015) Clinical Assistant Professor of Nursing; B.S.N., University of Akron ’83; M.S.N., Kent State University ’91.

Sara Dorris
(2016) Associate Professor of Nursing; A.S.N., Kent State University ’06; B.S.N., Kent State University ‘11; M.S.N., Youngstown State University ’14; D.N.P. Chamberlain College of Nursing/DeVry University ‘16.

Linda Specht-Trainer
(2025) Assistant Professor of Nursing and FNP Coordinator; A.S.N, College of Saint Mary ’91; BSN, College of Saint Mary ’93; MSN, Saint Joseph’s College ’09; FNP, Saint Joseph’s College ’16; DNP, Nebraska Methodist College ’21.

Karen Towne
(2017) Clinical Associate Professor of Nursing; B.S.N., Kent State University ’09; M.S.N., Case Western Reserve University ’15.

Master of Science in Physician Assistant Studies

Kellianne Craig
(2025) Assistant Professor of Physician Studies; B.S., University of Pittsburgh ‘11; M.S.P.A.S., University of Mount Union ‘14
Kelly Dallas
(2013) Assistant Professor of Physician Assistant Studies; B.S., University of Findlay ’01; M.P.A.S, University of Nebraska ’07.
Dana Domer
(2015) Assistant Professor and Clinical Coordinator of Physician Assistant Studies; A.A.S., Cuyahoga Community College ’97; M.P.A.S., Arizona School of Health Sciences ’10.
Betsy Ekey
(2009) Professor and Director of the Department of Physician Assistant Studies Program; B.M.S., Alderson-Broaddus College ’99; M.P.A.S., Alderson-Broaddus College ’07.
Jessica Klaus
(2015) Assistant Professor and Clinical Coordinator of Physician Assistant Studies; B.S., Youngstown State University ’10; M.P.A.S., University of Mount Union ’13.
Roger Kunes
(2015) Associate Professor of Physician Assistant Studies; B.S., Marietta College ‘95; M.M.Sc., Emory University, ’98.
Vanessa Worley
(2012) Associate Professor and Academic Coordinator of Physician Assistant Studies; B.S., Allegheny College ’01; M.P.A.S., Chatham University ’04.

Doctor of Physical Therapy

Kanika Bansal
(2022) Assistant Professor of Physical Therapy; Bachelor of Physiotherapy, Lokmanya Tilak Municipal Medical College, Sion ’14; Masters of Physiotherapy (Specialty; Neurosciences) School of Allied Health Sciences, Manipal University ’16, Ph.D. University of Florida ’21.
Evan Haney
(2025) Visiting Professor of Physical Therapy; B.S., Walsh University ’16; D.P.T., University of Mount Union ’20.
Sheryl Holt
(2015) Associate Professor of Physical Therapy and Director of the Physical Therapy Program; B.S.P.T., Georgia State University ’78; M.S., The Ohio State University ’99; Ph.D., University of Kentucky ’16.
Lisa Koniowsky
(2021) Clinical Assistant Professor of Physical Therapy; B.S., Youngstown State University ’00; M.S., Youngstown State University ’03; D.P.T., A.T. Still University ’19.
Megan Salvatore
(2014) Associate Professor of Physical Therapy; B.S., Wheeling Jesuit University ’98; M.S., Wheeling Jesuit University ’01; D.P.T., Wheeling Jesuit University ’06.
Jennifer Sensor
(2017) Assistant Professor of Physical Therapy; B.S., Pennsylvania State University ’08; Ph.D., Kent State University ’17.
Amanda Waltz
(2019) Assistant Professor of Physical Therapy and Director of Clinical Education; B.S., Walsh University ’07; D.P.T., Walsh University ’11).

Master of Science in Occupational Therapy

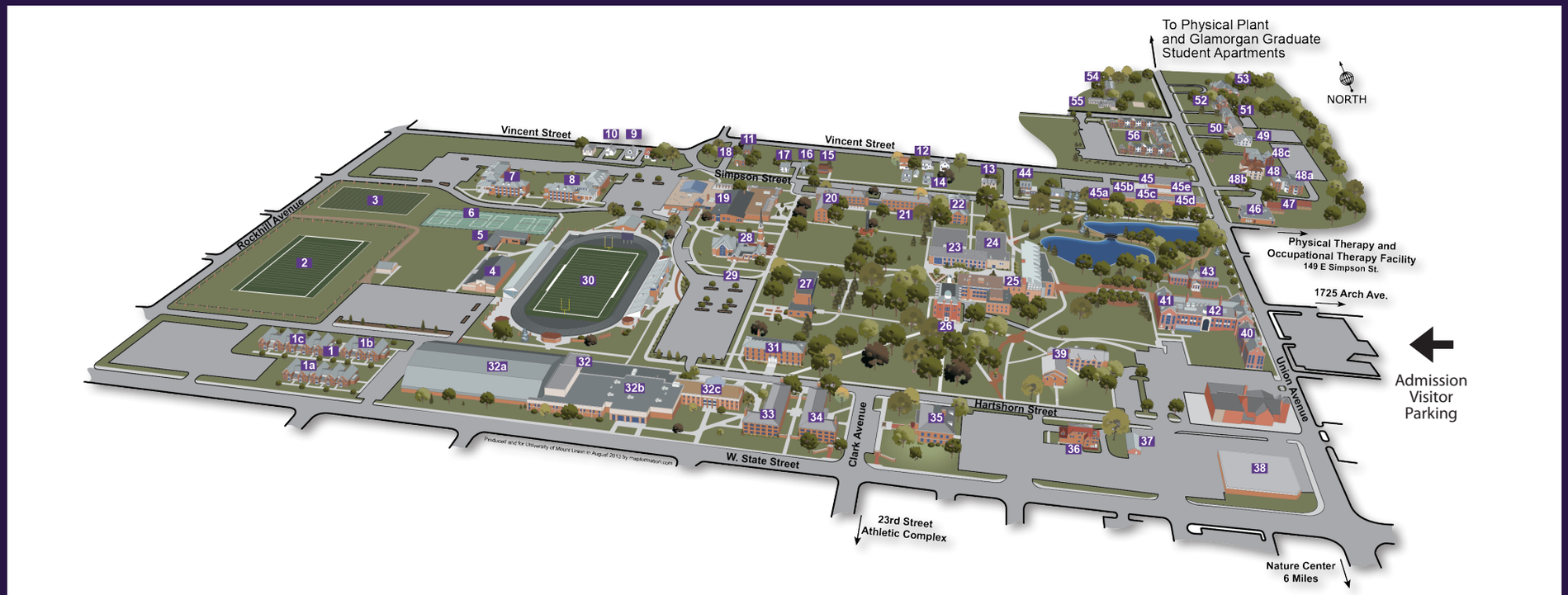
Kimberly Bauman
(2025) Assistant Professor of Occupational Therapy; B.S., Bowling Green State University ’08; OTD, University of Toledo ’11.
Carey Minard
(2024) Associate Professor and Director of Occupational Therapy Program; A.A.S., Stark State College ‘05, B.S., The University of Findlay ’09; M.O.T., The University of Findlay ’11; OTD, A.T. Still University ’17, MAEd, Walsh University, ’22.
Julie Mirabell
(2025) Assistant Professor of Occupational Therapy; B.S., Alma College ’93; M.S., Western Michigan University ’96; OTD, University of Montana ’26.
Janine Ricketts
(2024) Associate Professor and Academic Fieldwork Coordinator of Occupational Therapy; B.S. and M.S., D’Youville University ’99; O.T.D., Gannon University ’21.

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Campus Map

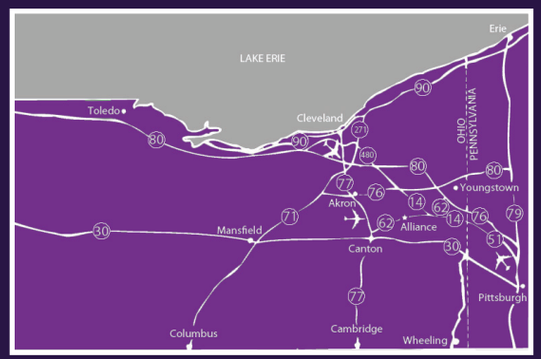
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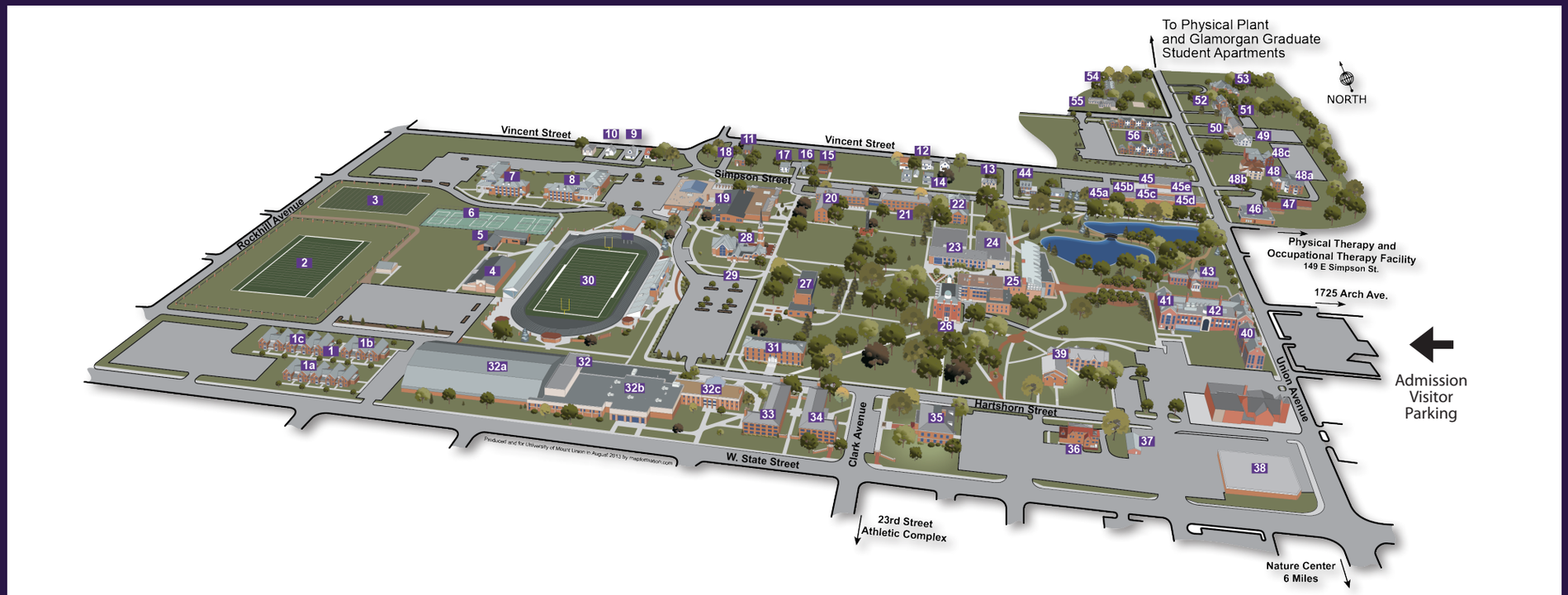


BUILDING KEY

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







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